Inspire Education Trust

Together we achieve, individually we grow

# Special Educational Needs & Disability (SEND) Policy

**Policy Date:** March 2026

**Review Date:** March 2027

## Document History

| Version | Status | | Date | Author | Summary Changes |
|---|---|---|---|---|---|
| V1 | | | Nov 21 | Amy Husband | Complete rewrite |
| *V2* | | | *Jan 23* | *Vicky Prudham* | *Some additions made* |
| *V3* | | | *March 24* | *Vicky Prudham* | *Some additions made*<br>Change of terminology from differentiated to adapted |
| *V4* | | | *Sept 24* | *Vicky Prudham* | *New paragraph 9* |
| *V5* | | | *Jan 25* | *Vicky Prudham* | *New bullet point page 4, sect 4.1*<br>*Page 6 point 5.2 add* 'and recorded on CPOMS' |

## 1 Introduction

1.1 The mission statement of our MAT talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, additional needs or background.

### 1.2 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996 & 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

## 2 Aims and Objectives

2.1 Our MAT aims to be an inclusive MAT. This means that equality of opportunity must be a reality for all of our children. This policy, along with our school's Local Offer (available via school website) aims to support our staff to:

- work closely with parents/carers, sharing information on children's progress and their individual needs;
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available;
- meet the requirements of the Education Act (1996), the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001) and Part 3 of the Children and Families Act (2014); SEND and Alternative Provision Improvement Plan (2023)
- encompass the Local Authority's "Local Offer" for Children with SEND;
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National

Curriculum, each school's curriculum as a whole, taking account of the SEND Code of Practice (2014);
- respond to particular children flexibly according to the nature of their difficulties;
- enable each pupil to become an independent and confident student.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:
- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

## 3 Roles and Responsibilities within SEND

3.1 Our SENDCo will:
- manage the day to day operation of this policy;
- ensure that SEND provision for children is arranged;
- undertake the Mandatory National Professional Qualification (NPQ SENDCo) for Special Education Needs Co-Ordinator within three years of taking the role;
- manage the timetables of teaching assistants who support Special Educational Needs;
- report on the effectiveness of provision to the Senior Management team and the Governing Body;
- keep up to date with National and Local developments in relation to SEND and share good practice with all teachers;
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND, including Individual Education Plans (IEPs);
- ensure the school's Local Offer and Accessibility Plan are reviewed and published annually on the school's website;
- ensure robust record keeping for children with SEND.
- Deliver training to teaching staff to further develop their knowledge and understanding of SEND.

3.2 The Leadership Team will:
- work closely with the SENDCo to ensure whole-school monitoring activities include a sharp focus on the provision for pupils with SEND;
- plan how resources are used to support children in the most efficient, effective and equitable way;
- set the Inclusive ethos within our school;

- support the SENDCo and Governors to share information transparently so that provision and outcomes for children with SEND can be robustly challenged by all stakeholders.

3.3 Class Teachers will:

- identify children experiencing difficulties;
- discuss children with the SENDCo and parents/carers; *and complete cause for concern to give to SENDCo for monitoring and further actions.*
- write and review Individual Educational Plans/*My Support Plans /Educational Health Care Plans/*Group Educational Plans for children School Action and School Action Plus in consultation with the SENDCo;
- contribute to planning and provision to meet identified needs;
- contribute to monitoring and review procedures;
- seek to meet the needs of children with SEND within the overall framework of inclusion in the school.

3.4 Class Teachers will ensure that the work for children with SEND:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

3.5 Directors and Governors will:

- identify at least one named Director with responsibility for Trust SEND
- identify at least one named governor at each academy with responsibility for SEND
- support and challenge school leaders based on findings from SEND monitoring
- meet with the SENDCo at least annually to discuss provision, including Statutory Duties, school-based SEND information and the school's self-evaluation of SEND provision. *Governors to be part of at least one monitoring piece of work with the SENDCo.*
- use their best endeavours to ensure that children' special educational needs are identified and provided for;
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for children.

## 4 Adaptations to the curriculum and learning environment

The Inspire Education Trust is very proud of the curriculum it offers its pupils. It is designed around engaging and exciting themes which appeal to children whilst providing a broad approach to learning, which is adapted to meet individual needs and abilities. In order to do this, many steps are taken to support them through their learning journey. We provide a quality first teaching approach. However, for some children there are occasions when further additional support may be needed to help them achieve and progress.

4.1 We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing *to ensure quality resources are used and staff have up to date training to support the needs of children.*
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- *Providing scaffolds in lessons to support children and help them achieve the same learning objective as the class.*
- *Ensuring the environment meets the needs of the children.*

Further examples of the types of additional support that may be offered can be sound in our school's Local Offer, available on our school website.

4.2 In addition to the adaptations listed above, all Teachers will ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- *are made to feel included within their environment and challenged.*

## 5 Identifying pupils with SEN and assessing their needs

5.1 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment (e.g. social skills);
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.2 Consulting and involving pupils and parents

The Class Teacher and/or SENDCo will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- 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 recorded on CPOMS.
We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 6 EHC needs assessments and plans

The Trust recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHCP needs assessment.
The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.

- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress. The LA will need the most up to date assessment data and information about what assessment tool was used.

- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.
Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days. The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
The LA will send EHCP consultations to schools which include the Enhanced Resource Bases. These must be replied to by the timeframe outlined in the consultation letter from the LA EHCP Plan Co-ordinators. The timeframe for a Request for Statutory Assessment (RSA) for an EHCP is 20 weeks. The SENDCo will monitor and ensure they contact the LA if the stages within the 20 weeks are not met by the LA

## 7 Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

## 8 Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The headteacher and SENDCo will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.
Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCo.

## 9 Working in partnership with other agencies

9.1 In some circumstances it is necessary for a multi-disciplinary approach in order to best support the pupil. Our school works in close collaboration with services such as:

- Health (GP, Health Visitor, Paediatrician, CAMHS, School Nurse)
- Speech and Language Therapy (SaLT)
- Educational Psychology Service (EPS, CCSP)

- Local Authority specialist SEND teachers (SEMHL, Early Years SEND team)
- Local Authority (EHCP Plan co-ordinators)
- Occupational Therapy (OT)
- Communication and Interaction Support Service (CCT)
- Voluntary sector organisations

9.2 Where it is our professional opinion that a referral to an external service/agency is required, we will discuss this with parents/carers and provide a copy of any paperwork that we complete or receive, with confirmation of the date it was sent.

## 10 Admission Arrangements

10.1 Before children come to school we will:

- note children who have already been identified as having SEND, and collect information about their educational history;
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

10.2 Once children arrive in school, we will:

- undertake a range of assessments to identify children with special educational needs and establish their strengths and areas of difficulty;
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers;
- discuss the placement of the pupil on the school's SEND register with parents/carers;
- make sure that information about children' SEND is passed on to appropriate school staff;
- provide parents/carers information about the Coventry or Warwickshire SEND Information, Advice and Support Service (SENDIASS)

10.3 When children leave the school we will:

- pass on information about the pupil's educational history to any receiving school;
- complete other transfer documentation as required.

## 11 Disapplication and Modification

11.1 The MAT can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our MAT policy is to do this only in exceptional circumstances. The MAT makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

11.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The Local Governing Board with responsibility for special educational needs would also be closely involved in this process. We would ensure that every

effort had been made to provide the necessary support from within the school's resources before considering such action.

11.3 Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education, Health and Care Plan (EHCP)
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## 12 Arrangements for handling complaints

12.1 In our Inspire Schools, we aim to provide the right support each child needs. We work with parents/carers and professional agencies to ensure the right provision and support is provided for children with additional needs.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents can submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENDCo/headteacher in the first instance. They will be handled in line with the Trust's complaints policy Complaints-Policy-Trust.pdf (ietrust.org).

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.

To find out about disagreement resolution and mediation services in our local area, please visit the Coventry Local Authority complaints department: Comments, compliments and complaints – Coventry City Council or Warwickshire County Council (for Arley/Stockingford): Make a complaint about a SEND service – Warwickshire County Council

You can request mediation by contacting Coventry Local authority SEND department: Coventry Family Hubs (coventryfamilies.co.uk) or Warwickshire County Council SEND department: https://www.warwickshire.gov.uk/send

Parents can also contact SENDIASS who can also offer support and advice: https://www.covsendiass.co.uk/ or https://www.warwickshiresendiass.co.uk/

## 13 Staff training and improving practice

The Trust is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the Trust/ school's CPD termly plan.
The school SENDCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

## 14 Links with other policies and documents

14.1 This policy should be read alongside the following documents:

- Special Educational needs Code of Practice 0-25 years Jan 2025 (available online – www.gov.uk)
- SEND Review: Right Support, Right Place, Right time March 2022 (available online – www.gov.uk)
- National Strategy for Autistic children, young people and adults: 2021- 2026 (available online – www.gov.uk)
- Equality Act 2010 (available online – www.gov.uk)
- The school's Local Offer (available on the school website)
- The school's Accessibility Plan (available on the school website)
- Supporting pupils with medical conditions policy
- Complaints Policy – Trust
- SEND Information Report

## 15 Summary

15.1 In our MAT the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

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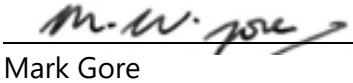
|---|---|---|
| Reviewed by: | Amy Husband | November 2021 |
| | Vicky Prudham | January 2023 |
| | Vicky Prudham | March 2024 |
| | Vicky Prudham | September 2024 |
| | Vicky Prudham | January 2025 |
| | Vicky Prudham | January 2026 |
| Senior Lead Review: | Gill Bowser | |
| Next Review Date: | | March 2027 |
| Approved by Directors: | | 25.03.26 |

Signed:

Lois Whitehouse
CEO



Mark Gore
Chair of Trust Board