

Special Educational Needs Policy

**Review Date**

June 2026

Ratified

July 2026

Next Review Date

September 2027

Responsible Directorate

Safeguarding and Inclusion

About ATT

Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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1 Aims

SEND Roles and Contacts

The names and contact details of the key colleagues with SEND responsibilities can be found on our SEND Information Report.

- 1.1 All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can in light of their varied strengths and needs. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust.
- 1.2 Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require additional support to help them fulfil their potential.
- 1.3 Each academy within Academy Transformation Trust will ensure that they meet these objectives:
 - The special educational needs of pupils will be identified as early as possible
 - Staff will have a good understanding of pupils with SEND and their needs and will work to create an inclusive culture within the academy
 - The academy will work in partnership with parent/carers and appropriate external agencies to support pupils with special educational needs and endeavour to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes
 - The academy will support SEND pupil progress and will track and monitor attainment, once pupils have been identified as having SEND
 - They have a Special Educational Needs Co-ordinator (SENDCO) who will hold strategic responsibility for the implementation, monitoring the day-to-day application of the of the SEND Policy and SEND Information Report and will review the SEND Information Report.
 - Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
 - Pupils with SEND will be admitted in line with the academy's admissions arrangements and will not be treated less favourably than other pupils as a result of their additional needs or disabilities.
 - Our academies are committed to ensuring pupils with disabilities can access the curriculum, physical environment and information as fully as possible alongside their peers.

2 Definitions

- 2.1 Under the *Children & Families Act (2014)*, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A child or young person has a learning difficulty or disability if they have:
- Significantly greater difficulty in learning than the majority of others of the same age; or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream school.
- 2.4 Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

3 Roles and Responsibilities

- 3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Principal and other designated senior leaders with strategic oversight of SEND and Inclusion
- 3.2 The Role of the SENDCO
- Overseeing the day-to-day operation of the school's SEND policy
 - Coordinating provision for children with special educational needs
 - Liaising with and advising all staff
 - Overseeing and maintaining the records of all children with special educational needs
 - Liaising with parents / carers of children with special educational needs
 - Contributing to the in-service training of staff
 - Liaising with external agencies
 - Organising and chairing annual review meetings where appropriate
 - Helping staff to identify early intervention
 - Tracking pupils' progress and allocating additional support to individual or groups of pupils
 - Ensure that documents and records are kept and shared with staff and parents / carers and are available where needed
 - Completing and maintaining the Special Educational Needs and Disability Register
 - Making sure relevant referrals have been made
- 3.3 The Role of the SEND Governor
- To monitor and support the SENDCO and Senior Leadership in the implementation of the SEND Policy and SEND Information Report
 - To inform Governors of any issues regarding the implementation of the SEND policy
- 3.4 The Role of the Principal
- To work with the SENDCO and SEND governor to determine the strategic implementation of the SEND policy and provision within the school
 - To have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.5 The Role of the Class teacher

- Providing quality first teaching to all pupils, including those identified as having SEND
- Identifying each child's needs and levels of attainment and progress
- Advising parents / carers of any concerns
- Raising concerns for children that they are worried about, completing initial concern forms and discussing concerns with the SENDCO
- Providing reports for external specialists
- Monitoring and assessing progress and maintaining appropriate records, including holding SEND meetings, setting and reviewing targets at least three times a year.
- Ensuring individual needs of SEND pupils are met through targeted intervention where necessary and implementing strategies that have been suggested by the SENDCO or external specialists
- Analysing and reporting on progress of pupils with SEND at Pupil progress meetings
- Planning and preparing work for children to enable them to access the curriculum
- Ensuring the delivery of the curriculum is appropriate to allow access for all children
- Fulfilling any other duties as required of the class teacher as stated in the SEND Code of Practice 2015

3.6 The academy will work in partnership with pupils, teachers, parent/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.7 Parents/carers of SEND pupils will be able to discuss the needs of their child with their child's tutor, the Progress Co-ordinator/Head of Year or the SENDCO.

4 SEND Information report

4.1 Each Academy publishes a SEND Information Report which details how this SEND policy is implemented in the academy and covers:

- The types of SEND catered for
- The academy's approach to the identification of and assessment of SEND
- The graduated Assess, Plan, Do, Review approach implemented by the academy
- The involvement of parents and carers
- The involvement of the pupil
- Staff training
- Exam access arrangements
- Arrangements to support transition

5 Our Approach to SEND

5.1 Our academies are committed to the early identification of SEND and appreciate the importance of this in assuring our pupils can achieve their potentials. Our academies recognise that attendance concerns, behaviour changes, wellbeing needs or difficulties in engagement may indicate underlying needs and should be explored as part of the identification process. Our academies liaise with previous settings, parents and carers, external specialists and the Local

- Authority and have a robust range of in-house assessments to ensure all pupils have their strengths and needs promptly identified and then celebrated and supported as appropriate.
- 5.2 High quality teaching, inclusive classroom practice, and adaptive teaching strategies form the first step in responding to pupils who may have SEND. All teachers are responsible for the progress and inclusion of pupils with SEND within their classrooms.
- 5.3 Our academies understand the importance of regularly involving parents and carers in all decisions relating to the support that pupils access.
- 5.4 Our academies are committed to ensuring that pupils with SEND are heard and involved in decisions about their education. We gather their views through accessible methods such as one-to-one discussions, surveys, and participation in review meetings. Pupils contribute to their support plans and target setting where appropriate. Their feedback informs our provision and helps us create a more inclusive and responsive learning environment.
- 5.5 Our academies follow a graduated approach to SEND support: Assess, Plan, Do, Review which is captured in their SEND information report. Provision and support arrangements are reviewed regularly in collaboration with pupils, families and staff to ensure provision remains appropriate, responsive and effective in improving outcomes.

Levels of support

- 5.6 All pupils on the SEND register will have a learning support plan which captures their strengths and needs, identifies SMART outcomes and specifies the provision required to support them to achieve these targets. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K.
- 5.7 Some pupils who require more support than is available through school-based SEND support may be entitled to an EHCP. The SENDCO will liaise with parents about applying for a statutory assessment of need. Pupils in receipt of an EHCP will have a statutory annual review of their EHCP as well as a termly school-based learning support plan. The provision for these pupils will be funded both by the school's notional SEND budget and through top up funding provided by the Local Authority. On the census, these pupils will be marked with the code E.
- 5.8 We regularly evaluate the effectiveness of our SEND provision by monitoring:
- pupil progress in lessons
 - progress towards targets
 - progress in interventions
 - pupil attainment
 - pupil engagement.
- 5.9 Staff feedback, pupil voice, and parental input are used to assess the quality of support. Outcomes from reviews and assessments inform future planning and provision. This ensures our approach remains responsive, inclusive, and focused on improving outcomes for all pupils with SEND.
- 5.10 Our trust is committed to the ongoing professional development of colleagues. Staff receive regular training and updates to support inclusive practice and meet the needs of pupils with SEND. This includes induction for new staff, whole-school training and specialist professional development where appropriate.
- 5.11 Our academies understand that they will require additional specialist support in order to meet the needs of all of their pupils and they work with a range of appropriate external agencies to achieve this.

- 5.12 We support pupils with SEND in preparing for adulthood from Year 9 onwards, in line with the SEND Code of Practice. This includes planning for further education, employment, independent living, and participation in the community. Pupils and families are involved in transition planning, and we work closely with external agencies, careers services, and post-16 providers to ensure a smooth and informed transition.

6 Policy Links

- 6.1 This policy should be read in conjunction with:
- SEND Information Report (updated annually)
 - Equality Policy & Objectives
 - Accessibility Plan (reviewed annually)
 - Assessment Policy
 - Curriculum Policy
 - Attendance Policy
 - Safeguarding Policy
- 6.2 This policy has due regard to statutory legislation, including, but not limited to:
- The Education and Inspections Act (2006)
 - The Health Act (2006)
 - The Equality Act (2010)
 - The Education Act (2011)
 - The Education (Independent School Standards) Regulations (2014)
 - The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations (2012)
 - The Immigration Act (2016)
 - The General Data Protection Regulation (GDPR)
 - School Discipline (Student Exclusions and Reviews) (England) Regulations (2012)
 - The Children & Families Act (2014)
 - The SEND Regulations (2014)
 - The SEND Code of Practice (2015).

7 Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

- 7.1 We are constantly looking for ways to improve our application of the SEND policy. We will do this by evaluating at least annually whether we are meeting our aims.
- 7.2 We will evaluate how effective our SEND provision is with regards to:
- Staff awareness of pupils with SEND
 - How early pupils are identified as having SEND
 - Pupils' progress and attainment once they have been identified as having SEND
 - Whether pupils with SEND feel safe, valued and included in the school community
 - Comments and feedback from pupils and their parents
 - In Secondary academies and Further Education settings, the academy will monitor and evaluate how students move into formal education, paid work or formal employment

related training and will measure their impact including preventing pupils from being NEET (Not in Education, Employment or Training)

8 Complaints

- 8.1 Parents/carers who have concerns regarding SEND provision should initially discuss these with the class teacher or SENDCO. Where concerns remain unresolved, parents/carers may follow the academy complaints procedure which is available on the academy website. Parents/carers may also seek support from their local SEND Information, Advice and Support Service (SENDIASS).