The 3-18 Education Trust

Special Educational Needs and Disabilities (SEND) Policy

'Every individual is in a great school.'

Approved: Spring Term 2025
Review: Spring Term 2028

www.3-18education.co.uk

Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer and SENDCo Trust Lead
Relevant Guidance/Advice/Legal Reference	Pays due regard to: The SEND Code of practice:0-25 Years, July 2014 The Equalities Duties Act 2010 Part 3 of the Children and Families Act 2014 and associated regulations
Policy Adopted By	Board of Trustees
Date of Policy	Spring Term 2025
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This policy applies to all schools in The 3-18 Education Trust. It sets out the vision and aims of our work with young people with SEND. It is a standalone document but it may be read in conjunction with other documentation – specifically the individual school's SEND information report and the local offer by the local authority.

The local authority is responsible for the local offer; this sets out the provision that the local authority expects to be available for young people in Shropshire with SEND. It is published on the local authority's website.

The SEND information report from each school outlines the school's provision for young people with SEND and how the school implements this policy. This is updated annually and published on each school's website. For greater detail on the individual school, please refer to the school-specific SEND information report.

Section 2 provides further information on the respective roles of the Trust, the local authority, the school and key staff.

Statements of intent and principles

The Trust mission: is that every individual is in a great school and the vision for our students is that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

The Trust vision for SEND: therefore the trust want everyone in the schools to have a shared responsibility for meeting the needs, hopes and aspirations of all young people, in particular those with SEND. Those directly involved in working with SEND students and their parents/carers aim to meet the needs of the SEND students, using the SEND resources for advice, expertise, and comment, in order to enhance their pedagogy, advice and guidance. This is so that the trust works towards this vision, particularly for SEND students to have choices and opportunities ahead of them.

This SEND Policy should be read in conjunction with the SEND Information Report relating to each individual school.

Statutory Guidance

This policy was developed in consultation with staff and students of the trust's school community and pays due regard to the relevant guidance stated on the front page.

Underlying principle: All teachers are teachers of children with special educational needs:

Every teacher is responsible and accountable for the progress and development of all students in their class including those students who access support from teaching assistants or specialist staff.

The Trust believe in being inclusive through providing support to those that need it and simultaneously being ambitious for our young people. This ethos is the golden thread which defines our work and is woven into the leadership and management of the school's approach to SEND.

High Quality Teaching

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this may include provision outside of the mainstream classroom. This is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

Provision for students with special educational needs and/or disabilities

The Trust aim to ensure that the necessary provision is made for any student who has a special educational need or disability. The staff and governors of schools aim to secure choices and opportunities for all students with SEND to enable them to reach their full potential. These young people are fully included within the school community and are provided with the same opportunities as all other young people through our inclusive ethos. Reference in the trust name to the age range (3-18) demonstrates that inclusive ethos i.e. the only dimension which defines the intake is an age range. Our purpose is therefore to enable young people to make successful transitions between educational establishments (as they transition through phases) and ultimately into adult life. Meeting the needs of students with SEND requires partnerships between all those involved – Local Authority (LA), school, parents/carers, students, children's services and other relevant agencies.

In addition to the Board of Trustees, Local Governing Committee, Head Teacher, SLT and SENDCo, all members of staff have important responsibilities.

1. Aims and Objectives

1.1. Aims

To provide the structure for a student-centred process that engages students, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the individual school and where appropriate, consistent across all schools in the trust. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

1.2. Objectives

This policy reflects the principles of the 0-25 SEND Code of Practice (2014). These are to:

1.2.1. ensure that we meet the Equality Act 2010 duties for students with disabilities.
1.2.2. enable us to meet the needs of students with special educational needs.
1.2.3. consider the views of the students with special educational needs and to consult individual parents/carers
1.2.4. encourage good communication and partnerships with parents/carers of students with special educational needs.
1.2.5. facilitate full access to a broad, balanced, relevant and appropriate curriculum, for students with special educational needs.
1.2.6. make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions (in conjunction with the 'Supporting Students with Medical Needs' policy).

1.2.7. implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
1.2.8. develop a culture of inclusion valuing high-quality teaching for all learners, with teachers using a range of effective adaptive methods.
1.2.9. employ a collaborative approach with learners with a SEND, their families, staff within school, other external agencies including those from Health and Social Care.
1.2.10. set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
1.2.11. share expertise and good practice across the school and learning community.
1.2.12. make efficient and effective use of school resources.
1.2.13. have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.

2. Roles and Responsibilities

2.1. The Board of Trustees:

- The Board of Trustees has ultimate responsibility for the following legal duties under the Children and Families Act 2014 but delegates this responsibility to the Local Governing Committee of each school to:
- appoint a governor with responsibility for SEN. The SEN governor will raise SEN issues at governing board meetings, monitor the quality and effectiveness of SEN provision within the academy, and work with designated senior leaders to develop the SEND policy and provision.
- work with the SENCO and Headteacher to develop the SEND provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
- ensure that parents/carers are notified by the school when special educational provision is being made for their child.
- ensure that the responsible person makes all staff that are likely to teach the student aware of the student's SEND.
- ensure that the teachers in the school are aware of the importance of identifying students who have SEND and of providing appropriate teaching.
- ensure that there is a qualified teacher designated as Special Educational Needs and Disability Co-ordinator (SENDCo) for the school. The SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- ensure that students with SEND join in the everyday activities of the school together with children without a SEND, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other students and the efficient use of resources.
- take account of the 'SEND Code of Practice' when carrying out their duties towards all students with a SEND.
- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014);

- where resources permit, will appoint a trust-wide lead for SENDCo to achieve consistency and share best practice for the SENCo in each school (which may be a temporary position, dependent on resources).

2.2. NB Before naming the school on an EHCP, the local authority must consult the governing body of the school (the authority for which is delegated through the headteacher to the SENDCo) and the school will cooperate with the local authority in developing the local offer;

2.3. Headteacher:

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including retaining overall responsibility for the provision for children with special educational needs.

2.4. SENDCo:

- In collaboration with the governing body (and working through members of the SLT), the SENDCo determines the strategic development of the SEND policy and provision with the goal of working towards our vision through our principles.
- The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates oversight of the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.
- Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.
- The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority. The principal responsibilities for the SENDCo include:
    - overseeing the day-to-day operation of the SEND policy.
    - coordinating provision for SEND students and reporting on progress.
    - advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review;
    - advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
    - monitoring relevant SEND CPD for all staff.
    - managing staff who are responsible for supporting young people with special educational needs; this may include reference in performance management to their support and management of pupils with SEND.
    - overseeing the records of all children with and ensuring they are up to date.
    - liaising with parents/carers of children with special educational needs.
    - contributing to the in-service training of staff.
    - being a point of contact with external agencies, especially the local authority and its support services.
    - liaising with primary schools and other secondary schools.
    - liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.

- monitoring the impact of interventions provided for students with SEND.
- leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- working with relevant members of the SLT and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

2.5. All Teaching and Support Staff:

- All staff should be aware of the trust SEND policy as well as individual school's SEND information reports and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, student response and progress in order to contribute effectively to the graduated response of Assess, Plan, Do, Review.

3. Identifying and supporting Special Educational Needs and Disabilities

3.1. Under the Children and 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 him/her/them, namely provision which is additional to or different from that normally available in a differentiated curriculum.

3.2. Our schools regard students as having a SEND if they:

- have a significantly greater difficulty in learning than the majority of students of the same age, or;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;

3.3. The school will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a student's school career when they are identified as having a SEND. Students must not be regarded as having a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught.

3.4. Students identified with a SEND will be provided with intervention and/or support that is additional to or different from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

4. Areas of Special Educational Need

4.1. Under the SEND Code of Practice 2014 students identified as having a special educational need will be considered within one or more of the categories – see Appendix 1

5. A Graduated Response to SEND

Early Concerns

5.1. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used and outcomes where appropriate. This can be then used in later discussions if concerns persist.

How we identify and support students with SEND

5.2. All students' attainments and achievements are monitored by their teacher who is required to provide high-quality teaching and learning opportunities, differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support is provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- match or improve on the student's previous rate of progress
- close the attainment gap between the student and their peers
- prevent the attainment gap growing wider

5.3. Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the SENDCo to assess if a student has a potential learning difficulty and agree appropriate support.

5.4. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

The Assess, Plan, Do, Review Cycle

5.5. Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and

securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review. See Appendix 2 for more information

Exit Criteria

5.6. All students, regardless of needs, are set targets. When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement the student will be removed from the school's 'Additional Needs' register.

6. Statutory Assessment of Needs (EHCP)

6.1. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

6.2. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools hold annual review meetings on behalf of the LA and complete the appropriate paperwork for this process.

7. Monitoring and Evaluation of SEND

7.1. Regular monitoring of the quality of provision for all students including those with a SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with a SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

8. Supporting Students and Families

8.1. We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

8.2. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

8.3. At our schools, we endeavour to support parents/carers so that they are able to:

- feel fully supported and taken seriously should they raise a concern about their child;
- recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- understand procedures and documentation;
- make their views known about how their child is educated;
- access information, advice and support during assessment and any related decision-making process about special educational provision.

8.4. Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo or other key staff at least once a year formally and also informally when needed.
8.5. Parents/carers are also encouraged to visit the Shropshire Council Local Offer website https://www.shropshire.gov.uk/the-send-local-offer/. This website provides valuable information about support, services and activities available for children and young people with SEND and their families.

Student Voice

8.6. We hold the views of students in high regard and recognise the importance of understanding student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).
8.7. These views are welcome at any time but are specifically sought as part of their annual review, and at the end of a targeted intervention.

Partnership with External Agencies

8.8. Schools are supported by a wide range of different agencies and teams. The SEND Information Report details which agencies the school has worked with in the last 12 months. This report can be found on the school's website and is updated annually.

Transition

8.9. A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to students and families. We liaise closely with previous settings, parents/carers and students during these transitions. We will do the same when a student with SEND leaves our schools. This will be overseen by the SENDCo and any other member of staff overseeing transition.

9. Training and Resources

Resources

9.1. Resources are allocated to support children with identified needs. Support may take the form of differentiated work in class, support from a member of staff in focused intervention in groups, or for individuals within a classroom setting. Specialist equipment, books or other resources that may help the student are purchased as required.

Training

9.2. All staff at the school engage in staff meetings where Quality First Teaching is addressed.
9.3. The SENDCo, SLT and teachers provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND.
9.4. All staff have regular CPD meetings. The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
9.5. Teaching assistants are engaged in ongoing training.
9.6. External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
9.7. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

10. SEND Information Report

10.1. Each school will ensure that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with a SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

11. Monitoring and Accountability

Accessibility

11.1. The school is compliant with the Equality Act 2010 and Accessibility legislation. Each school has an accessibility plan which can be accessed on the school's website.

Storing and Managing Information

11.2. Student SEND records will be kept in accordance to the Data Protection policy which is available on the trust website (as well as on each school's website).

Responding to Complaints

11.3. In the first instance, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

11.4. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix 1

Areas of Special Educational Need
Under the SEND Code of Practice 2014 students identified as having a special educational need will be considered within one or more of the categories of need:

Cognition and Learning:

Specific learning difficulties (SpLD)
Moderate learning difficulties (MLD)
Severe learning difficulties (SLD)
Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties:

Autism Spectrum Disorder (ASD)
Attention Deficit Hyperactivity Disorder (ADHD)
Attachment Disorder

Communication and Interaction needs:

Speech, language and communication needs (SLCN)
Autism (including Asperger Syndrome)

Sensory and/or Physical needs:

Visual impairment (VI)
Hearing impairment (HI – including Deaf and hearing impairment)
Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
Physical disability (PD).

Appendix 2

Assess and Plan:

- In identifying a student as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- Parents' views and experience, the students' views and, if relevant, advice from external support services will be recorded. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create a graduated support plan.
- The graduated support plan will be reviewed regularly to ensure support and intervention are matched to need and barriers to learning are identified and overcome, so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Do and Review:

- The class teacher remains responsible for working with the student on a daily basis and will work closely with staff who support 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 class teacher in the further assessment of the student's needs in problem solving and advising on the effective implementation of support.
- The review will evaluate the impact and quality of the support and interventions.
- This review will feed back into the analysis of the student's needs, then the class teacher, working with the SENDCo, will revise the support in light of the student's progress and development.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.