SEN AND DISABILITIES POLICY

Learning Academies Trust

Version:	1.2		
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LEARNING ACADEMIES TRUST

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CHANGES

Policy date	Summary of change	Author	Version	Review date
22.02.2O24	Policy has been developed and approved.	Maria Anderson, Director of Education Leadership and Inclusion	1.0	22.02.2025
24.03.25	Policy updates and revisions in line with DfE guidance	Maria Anderson, Director of Education Leadership and Inclusion	1.1	01.04.2026
July 2026	Policy updates and revisions in line with DfE guidance	LAT SEND Advisory Team	1.2	31.08.2027

1. AIMS

Our Special Educational Needs and Disabilities policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Statement of Intent

All children have access to a broad and balanced curriculum suitably adapted to meet individual needs. We seek to promote effective learning for all children through high-quality teaching, to ensure they make progress, realise potential and develop a sense of worth.

We have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches, adaptations and experiences.

We firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

We are committed to developing a school that is inclusive by design, where barriers to learning, participation, attendance and belonging are identified and addressed at the earliest opportunity. Our approach is founded on the principle that all children should have access to high-quality adaptive teaching, a strong universal offer and targeted support when required, without unnecessary reliance on diagnosis or statutory processes. We recognise that inclusion is the responsibility of all staff and forms a central part of school improvement, curriculum design and decision-making.

This policy should also be read in conjunction with:

- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- School Admissions Code

Vision, Values and Aims for our school;

- ✓ To create an environment that meets the special educational needs of each child;
- ✓ To ensure that the special educational needs of children are identified, assessed and provided for;
- ✓ To make clear the expectations of all partners in the process;
- ✓ To identify the roles and responsibilities of staff in providing for children's special educational needs;
- ✓ To enable all children to have full access to a highly ambitious curriculum and where needed made bespoke to their individual journey;
- ✓ To ensure that parents/carers are able to play their part in supporting their child's education;
- ✓ To ensure that our children have a voice in this process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Inclusive Mainstream Fund (IMF)

The school will implement its SEND provision in line with the Department for Education's national inclusion guidance, Ordinarily Available Provision frameworks and local authority inclusion expectations.

Through the use of core school funding, including the notional SEND budget and any Inclusive Mainstream Fund allocation, the school will continually review and strengthen its inclusive practice to ensure that commonly occurring and predictable barriers to learning and participation are addressed.

An annual Inclusion Strategy will be published and reviewed in accordance with national expectations, identifying:

- barriers to learning and participation across the school
- activities and provision designed to alleviate those barriers
- intended outcomes for pupils
- evaluation of impact and future priorities

The Inclusion Strategy will be published on the school website by 31 December each year.

2. LEGISLATION AND GUIDANCE

This policy 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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

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

This policy should also be read alongside:

- SEND Reform: Putting Children and Young People First (DfE consultation)
- Inclusive Mainstream Fund guidance
- Inclusion Bases in Mainstream Schools guidance
- Plymouth Ordinarily Available Provision Framework
- School Inclusion Strategy (published annually)

3. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- A physical or mental impairment that has a substantial and long-term adverse effect on day-to-day activities.

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

4. ROLES AND RESPONSIBILITIES

4.1 The SENCO

Please see Appendix 1 for contact details.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Lead the development, implementation and evaluation of the school's Inclusion Strategy.
- Support leaders in identifying barriers to learning and participation across the school population.
- Monitor the effectiveness of inclusive practice and the school's universal offer.
- Facilitate partnership working with specialist provisions, inclusion bases and external agencies to strengthen inclusion within mainstream education.
- Work in partnership with Trust SEND Leads to strengthen provision and maximise impact

4.2 The Role of the Trust Board and Local Governing Body

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Trustees have a duty imposed by law to ensure that special provision is made. The implementation of special provision has been delegated to the Local Governing Body of each school. A named local governor for SEND has been appointed who carries out monitoring of SEND in accordance with the Local Governor Monitoring role. The Local Governing Body will report annually on the success of the school's SEND policy. The Local Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. The Trust Board will report annually on SEND across the Trust.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND
- Ensure inclusion is embedded within the School Improvement Plan.
- Ensure strategic use of SEND, notional SEND and Inclusive Mainstream Funding to develop an inclusive school culture.
- Monitor outcomes relating to attendance, participation, belonging, achievement and wellbeing for vulnerable groups, including pupils with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- Deliver high-quality adaptive teaching that enables all pupils to access learning and participate alongside their peers.
- Take responsibility for identifying and removing barriers to learning within classroom practice.
- Understand that support for pupils with SEND begins with effective universal provision and adaptive teaching.
- Promote belonging, participation and independence for all learners
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- To ensure the implementation of the Graduated Approach to Inclusion
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Having an understanding of what provision is 'Ordinarily Available' and implementing the Plymouth OAP recommendations.
- Ensuring they follow this Inclusion policy

5. IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for the 4 broad areas of need:

- **Communication and interaction,** for example, autistic spectrum condition, speech and language difficulties, such as Developmental Language Disorder, moderate/severe/profound and multiple learning difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

Within every class there is a cycle of planning, teaching and assessing; this takes into account the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may require further support. Where this is the case a Graduated Approach to Inclusion will be followed and adapted to the individual needs of the child.

Graduated Approach:

We follow the Graduated approach to inclusion, where the need arises:

ASSESS - Teachers assess children as part of their daily teaching.

PLAN - If a need is identified they plan an appropriate intervention/strategy/resource

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted intervention is ongoing and underpinned by high-quality teaching and training, as well as the understanding of Ordinarily Available Provision and Universal Inclusion.

Universal Inclusion

The school recognises that inclusive practice begins with a strong universal offer available to all pupils.

Universal approaches may include:

- adaptive teaching
- communication-friendly classrooms
- visual supports
- sensory regulation strategies
- flexible curriculum delivery
- attendance support
- relational and restorative approaches
- reasonable adjustments in accordance with the Equality Act 2010

A pupil does not require a formal diagnosis to receive support. Provision will be determined through a needs-led approach based on assessment, observation, professional judgement and pupil and family voice.

At this school we use 3 SEND Stages of support to help guide the assess, plan, do review cycle:

SEND Stage	When is this stage appropriate?	Type of support	Monitoring	Outcomes
Stage 1	❯ 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 despite high-quality teaching and universal support ❯ Access to learning ❯ SEMH needs ❯ Medical requirements	Support or resources required which are additional to or different from the usual adapted curriculum. The class teacher may use different learning materials/ methods or equipment such as word banks, movement breaks, visual resources, as well as allocate group or individual support from an adult. High levels of scaffolding and adaption across a range of subjects.	Termly SEND review meetings with Head Teacher and SENCO. Provision recorded on termly provision map by class teacher and monitored by SENCO. Conversations with parents/carers, open door policy and parents' evenings.	Adaptive provision is in place and supports progress and attainment for Individuals.
Stage 2 SEND Support	As above and when specialist advice is needed to meet the needs of individual children, or, despite high-quality teaching, targeted intervention little or no progress is seen.	As above and SENCO refers to an outside agency. Outside agency involvement for a diagnosed or non - diagnosed difficulty. Advice from professionals given on specific area of challenge and	An Individual Education Plan (IEP) written upon advice and targets set from outside agencies, such as Speech and Language, may be appropriate and updated regularly as a live document. Termly SEND review meetings with class teacher and SENCO. Provision recorded on termly provision map by class teacher and monitored by SENCO.	Adaptive provision is in place and supports progress and attainment for individuals. Advice from outside agencies underpins successful provision.

		implemented, such as now and next boards, sensory resources, varied timetable, 1-1 SAL sessions.	Team Around Me (TAM) meeting to co-ordinate multi agency support and target setting if required.	
Stage 3 EHCP	When the school has taken action to meet the learning difficulties of a child and the child's needs remain so substantial that they cannot be effectively met from the resources normally available to the school, then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority.	As above and Statutory EHCP in place and part of the Annual Review cycle. Access to outside agency support and advice as detailed in the EHCP. Bespoke learning packages in place to support targets.	Termly SEND review meetings with class teacher and SENCO. IEP to break down targets from EHCP, reviewed and updated regularly as a live document. Provision recorded on termly provision map by class teacher and monitored by SENCO. Statutory Annual Reviews. TAM reviews as required throughout the year.	A high-quality EHC Plan is in place with clear outcomes and identified targets. These targets are progressive for the individual child, resulting in positive outcomes.

Alternative Provision

It may be decided that following the implementation of the Graduated Approach and through a rigorous Assess, Plan, Do, Review cycle, support from Alternative Provision would be appropriate. Following this joint decision between home, school and any partner agencies, the school will conduct due diligence and complete all relevant checks before commencing any Alternative Provision placements.

Specialist Provision and Inclusion Bases

When deciding whether special educational provision is required, we will start with the desired outcomes on the EHCP, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. 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 due to a significant and enduring need.

Where appropriate, the school may access or develop specialist provision within their own environment, including inclusion bases, to support pupils whose needs require targeted intervention whilst maintaining their connection to mainstream education.

Any specialist provision will operate with the aim of increasing participation, belonging and successful inclusion within the wider school community.

5.3 Consulting and involving pupils and parents/carers

We actively encourage an open dialogue, both formal and informal, with parents/carers and value the contributions they make. Parents/Carers have a vital role to play in their children's' education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will inform parents/carers when we first identify that a child has a SEND and parents/carers are encouraged to express similar concerns to the school. These should be made known to the class teacher in the first instance, then to the SENCO and/or Headteacher if appropriate.

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'/carers' 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.

5.4 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 SENCO to conduct 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/carers
- 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.

5.5 Supporting pupils moving between phases

Transition

It is important that children feel prepared for any transition within school. This may include moving year groups, key stages or onto another setting. Transition planning will consider curriculum access, attendance, wellbeing, participation, independence and belonging, ensuring pupils experience continuity of support between phases.

Where appropriate, transition planning will begin well in advance of statutory deadlines and include families, pupils and external agencies.

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant preschools to plan enhanced transitions to the EYFS unit, using information from the school transition portal. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child and reviewed upon entry.

EYFS to Year 1

The SENCO and Foundation Stage teacher will ensure that in partnership with pupil and parents/carers, the transition has been well planned, considering timetables, additional visits, environments, familiarisation with key adults and that the child is well prepared. Collaboration and information sharing of current provision and outcomes, is an essential part of the process.

KS1 to KS2

The SENCO and class teacher will ensure that in partnership with pupil and parents/carers the transition has been well planned, considering timetables, additional visits, environments, familiarisation with key adults and that the child is well prepared. Collaboration and information sharing of current provision and outcomes, is an essential part of the process.

Transfer from KS2 to KS3

The SENCO and Year 6 Class teachers liaise with the SENCOs of specific secondary schools via the school portal about children with SEND, and tailored programs of support are put in place in the Summer term. Collaboration and information sharing of current provision and outcomes, is an essential part of the process, as is collaboration with parent/carers. For children with an EHCP the liaising starts in Year 5, through the Annual Review process.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for meeting the needs, progress and development of all the pupils in their class.

High-quality adaptive teaching forms the foundation of our provision for all pupils. Our curriculum is designed to be accessible, ambitious and inclusive for all learners. We recognise that effective inclusion is achieved through strong universal classroom practice alongside targeted interventions where required. Provision is carefully planned to maximise participation, independence, achievement and belonging.

Based on the pupils SEND needs the school may provide some of the following interventions.

- 1-1 RWInc phonics tuition
- Attention Autism Sessions
- Intensive Interactions
- BLAST
- Speech and Language 1-1 sessions
- Targeted Readers
- Precision Teaching
- Colourful semantics – as part of quality first teaching
- Cued articulation and Makaton – as part of Quality first teaching

5.7 Adaptations to the curriculum and learning environment

Where required we will make the adaptations to the curriculum and environment to ensure all pupils' needs are met, more information of the types of adaptations and the school's approach, can be found in the links below:

- SEN Information Report
- Accessibility Plan

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Team – NHS or PLP
- Communication Interaction Team
- School Nurse
- Multi Agency Support Team including Family Support Workers and Educational Psychologist
- Transition support from the local secondary schools or preschools
- Social Services
- Primary/Infant Mental Health Team
- CAMHS
- Outreach support from specialist provisions
- Child Development Centre
- Occupational Therapy
- Hearing and Visual Impairment support (PATSS)
- Local Authority Educational Psychology
- Virtual School

5.9 Expertise and training of staff

The schools SENCO has achieved The National Award for SENCOs / NPQSEND (Sept 24). All staff within school go through a continual process of enhancing their Professional Development through a variety of CPD, which is recorded internally.

5.10 Securing equipment and facilities

The school works closely with recommended agencies or charities to secure additional funding, technology or equipment to meet the needs of individual pupils. If training is required to ensure successful usage, this is implemented in a timely manner to ensure effective provision is in place.

5.11 Evaluating the effectiveness of SEND provision

The school will evaluate the effectiveness of the provision for pupils with SEND, equipment and facilities to support pupils.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding Team Around Me Meetings
- Holding annual reviews for pupils with EHC plans

The school will also evaluate inclusion through:

- attendance data

- pupil participation in wider school life
- pupil sense of belonging
- exclusion and behaviour data
- parent and pupil feedback
- staff confidence in inclusive practice
- accessibility and reasonable adjustment audits

This information will inform annual review of the school's Inclusion Strategy.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays, dedicated workshops.

All pupils are included regardless of their SEND need. Schools need the flexibility to make the judgement subject to a risk assessment, when appropriate. We will ensure we are:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of any extra curricular activities
- Pupils with SEND are encouraged to be part of Well-Being Club
- Pupils with SEND are offered bespoke opportunities within the wider school community, such as sporting events
- Pupils with SEND are encouraged to be part of the school council.

We have a zero tolerance approach to bullying.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy, which is available on the website and in reception.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents/carers of pupils with SEND

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Information and Advice and Support for SEND (PIAS). Information about this service is detailed in the Plymouth online directory:

Plymouth's Local Offer can be found at:

SEND Local Offer - Plymouth Online Directory

Devon's Local Offer can be found at:

Devon's SEND Local Offer -help and support for children with SEND

5.16 The Seven Principles of Inclusion

The school's inclusive practice is informed by the Department for Education's Seven Principles of Inclusion:

1. Ambitious leadership and governance that embeds inclusion.
2. Evidence-based support that prioritises early intervention.
3. High-quality adaptive teaching and a curriculum designed for all learners.
4. Enriching opportunities beyond the classroom that all pupils can access.
5. A safe, respectful culture that promotes attendance, participation and belonging.
6. Strong partnerships with families and wider services.
7. Inclusive environments that continually improve accessibility.

These principles underpin both the SEND Policy and the annual Inclusion Strategy.

6. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents

- SEN Information Report
- Accessibility plan
- Effective Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Child Protection and Safeguarding Policy
- Teaching Standards 2021
- Plymouth Ordinarily Available Provision

APPENDIX 1 – SCHOOL CONTACT DETAILS

School	SEND Information Page	Contact details
Elburton Primary School	Elburton Primary School - SEND	SENCo Lisa Birnie
Ford Primary School	Ford Primary School - Signposting for SEND Support	SENCo Louisa Robinson
High View Primary School	High View School - SEND	SENCo Tom Thorne
Hooe Primary School	Special Educational Needs and Disabilities | Hooe Primary Academy	SENCo Catherine Hancock
Hyde Park Infant School	Hyde Park Schools - SEND	SENCo Jennifer Hussey
Hyde Park Junior School	Hyde Park Schools - SEND	SENCo Jennifer Hussey
Knowle Primary School	Knowle Primary School - SEND (Special Educational Needs and Disabilities)	SENCo Jan Walters
Mayflower Community Academy	Mayflower Community Academy - SEND	SENCo Penny Peters
Mount Street Primary School	SEN | Mount Street Primary and Nursery School	SENCo Miss H Crowther EY Mrs N Travers
Mount Wise Primary School	SEND | Mount Wise Community Primary School	SENCo Sam Matthews
Plaistow Hill Primary & Nursery	Plaistow Hill Primary and Nursery School - Special Educational Needs	SENCo Sharon Burnett
Pomphlett Primary School	Special Educational Needs & Disabilities | Pomphlett Primary School	SENCo Bonnie Venning
Prince Rock Primary School	Special Educational Needs | Prince Rock Primary School	SENCo Mrs M Wyatt
Salisbury Road Primary School	Inclusion: SEND | Salisbury Road Primary School	SENCo Miss C Priestley
Shakespeare Primary School	SEND (Special Educational Needs and Disabilities) - Shakespeare Primary School	SENCo Mrs Rebecca Radford
Victoria Road Primary School	Victoria Road Primary - SEND	SENCo Mrs B Targett
Widewell Primary School	Widewell Primary School - SEND	SENCo Miss V Williams
Woodfield Primary School	Woodfield Primary School - SEND	SENCo Tom Thorne