Special Educational Needs and Disability School SEND Policy

Recommended by:	Trust Director of SEND
Approved by:	Local Academy Governing Board
Signed:	
Position on the Board:	Chair of LAGB
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1. Introduction

Vision

The Central Region Schools Trust (CRST) vision is to ensure social justice through exceptional schools. A founding principle was that our schools 'know' and serve their local community, whilst also recognising that shared knowledge and expertise across our schools makes us all strong in delivering the vision.

Rationale

The Trust is passionate about inclusive education for all and welcomes diversity of culture, religion, and intellectual ability, striving to meet the needs of all pupils from 2 – 18 with a learning difficulty, disability, disadvantage, or special educational needs. The Code of Practice (2015), states that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

The Trust expects all schools to identify pupils' needs as early as possible, assess those needs carefully and put appropriate support in place through timely intervention, high-quality teaching and the graduated approach.

The Trust believes that all pupils with a Special Educational Need and Disability (SEND) must have their needs recognised, identified, and assessed, with appropriate and timely intervention put in place.

All staff have due regard to their duties to promote disability equality, remove barriers to learning and make reasonable adjustments where required. The Trust strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet the pupils diverse learning needs.
- Remove the barriers to assessment and learning.

2. Aims

Our Trust SEND policy aims to:

- Set out how our schools will support and make provision for pupils with SEND. Each school will have their own statutory SEND Information Report setting out their bespoke provision.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND through the Graduated Approach/Local Offer

3. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at school with medical conditions
- Mental Capacity Act Code of Practice: Protecting the Vulnerable
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Ofsted Framework
- The Local Offer for each individual Local Authority in which our pupils reside.
- SEND Code of Practice 2015
- Equality Act 2010
- Academy trust governance guide - Guidance - GOV.UK
- SEND and Alternative Provision Improvement Plan (DfE, 2023)
- Suspension and Permanent Exclusion Guidance
- DfE Every Child Achieving and Thriving (February 2026)

4. Definitions

Special Educational Needs (SEN)
A pupil has SEN 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.

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.

Disability (D)
Many children and young people who have SEN may have a disability under the Equality Act 2010. “A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Equality of Opportunity
The Trust believes that all pupils should be equally valued in school. Each school will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe. Schools will make reasonable adjustments, remove barriers and avoid disadvantage under the Equality Act 2010.

CRST is committed to inclusion and high-quality teaching for all. In all schools the Trust aims to embed a sense of community and belonging, and to offer new opportunities, acceptance and understanding of pupils who have experienced and deal daily with their learning barriers and disabilities. This does not mean that schools will treat all pupils in the same way, but that schools will respond to pupils in a way which takes account of their varied life experiences and needs/learning barriers.

The Trust believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment, starting point and background.

Each school within the Trust will pay particular attention to the provision for and the achievement of diverse groups of learners:

- All genders & gender identities (LGBTQ+)
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs / LPA (Low prior attainment) / learners who are disabled.
- Pupils encountering mental health / emotional well-being issues.
- Pupils who are gifted and talented.
- Pupils who are entitled to the Pupil Premium: free school meals / Ever 6 and looked after children/asylum seekers.
- Pupils who have long term medical needs; those who are young carers; those who are in families under stress; pregnant pupils and teenage mothers and CIN – Children in Need.
- Pupils who are at risk of disaffection and permanent exclusion and/or becoming a NEET (Not in Education, Employment or Training).

This policy describes the way we want our schools to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning, communication and interaction difficulties, mental, emotional, or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The Trust recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, social reasons, age, previous experiences at their previous schools and individual maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

5. Roles and responsibilities

<u>The Trust</u>
The Trust has a Director of SEND who oversees the provision and practice within all the schools in the Trust alongside the Executive School Improvement Leader.

<u>The SENDCO</u>
Each school within the Trust has a SENDCO who is a qualified teacher and is suitably qualified to carry out this role. The NPQ SEND Qualification must be completed within three years of taking up the role as SENDCO.

The SENDCO will:

- Work with the Principal and SEND Governor to determine the strategic development of SEND and its provision in the school.
- Have day-to-day responsibility for the operation of the Trust SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, and Care Plans (EHCP) as outlined in the school's statutory SEND Information Report.
- Provide professional guidance to colleagues and work with staff, parent carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach/Local Offer to providing SEND support.
- Be part of any suspensions involving a SEND pupil, or as appropriate if identification of need, is required.

- 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 any support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Be responsible for writing and reviewing the school's SEND Improvement Plan, alongside the SEND Trust support (Director of SEND).
- Ensure Exam Access Arrangements and requirements (SATS and JCQ for BTEC, GCSE & GCE) are assessed by a Level 7 specialist / assessor and applied for effectively with detailed evidence from teaching staff with regard to assisting and enabling a pupil's normal way of working.

<u>The Role of the Local Academy Governing Board (LAGB)</u>

The Local Academy Governing Board (LAGB), in line with the CRST Scheme of Delegation and on behalf of the Trust Board, provides local oversight and assurance that the school is meeting its responsibilities for pupils with SEND. The Trust Board remains ultimately accountable for statutory compliance. The LAGB will:

- Seek assurance that the school co-operates with the local authority in reviewing local SEND provision and contributing to the Local Offer where required.
- Monitor whether the school is using its best endeavours to ensure that children and young people with SEND receive the support they need.
- Seek assurance that pupils with SEND are enabled to engage in the activities of the school alongside pupils who do not have SEND.
- Seek assurance that parents and carers are informed when special educational provision is being made for their child.
- Monitor whether appropriate arrangements are in place to support pupils with medical conditions.
- Seek assurance that all pupils, including pupils with SEND, have access to a broad and balanced curriculum.
- Seek assurance that pupils from Year 8 onwards receive independent and impartial careers guidance.
- Monitor whether the school has a clear approach to identifying and responding to SEND, including arrangements for reviewing and reporting pupils' progress with parents and carers.
- Review evidence that accurate and up-to-date records are maintained of the provision made for pupils with SEND.
- Seek assurance that the school publishes the following information on its website:
    - The implementation of the governing board's SEND policy (the SEND Information Report).
    - Arrangements for the admission of disabled pupils.
    - Steps taken to prevent disabled pupils from being treated less favourably than others.
    - Facilities to assist access for disabled pupils.
    - The school's accessibility plan.
- Seek assurance that a qualified teacher is designated as the Special Educational Needs Co-ordinator (SENDCO).
- Review evidence of how resources are allocated and used to support the progress of pupils with SEND, and report any concerns through the Trust governance framework.

<u>The Role of the SEND Link Governor</u>

Each school within the Trust appoints a Link Governor for SEND to support the LAGB in its local oversight and assurance role. The SEND Link Governor does not hold operational responsibility for SEND provision, but acts as a link between the LAGB, Principal, SENDCO and Trust governance framework. Their responsibilities include:

- Promote appropriate awareness of SEND at LAGB meetings and support the LAGB in seeking assurance about the school's SEND provision.
- Review evidence provided by school leaders on the quality and effectiveness of SEND provision and report key themes, strengths and areas for further assurance to the LAGB.

- Meet periodically with the Principal and SENDCO to understand the school's SEND priorities, provision, outcomes and risks, while avoiding involvement in individual casework or operational decision-making.
- Seek assurance that the school is implementing this policy, maintaining an accurate SEND Information Report, and engaging appropriately with pupils, parents and carers.
- Attend relevant briefings and bespoke training delivered by the Trust Director of SEND, and share key learning with the LAGB where appropriate.

Principal

Across the Trust all Principals have a responsibility through Section five of the Principal's Standards to support all pupils, including those with special educational needs and/or disabilities. They must designate a member of SLT to be responsible for SEND if the SENDCO is not a member of SLT.

The School Leader for SEND will:

- Continually work with the SENDCO and SEND Link Governor to determine the strategic development of the SEND provision within the school.
- Have an accurate overview of the SEND profile at the school and the pupils currently on the SEND register.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils (Element 2 and 3)
- Have clarity of arrangements in place to respond to need.
- Ensure that the SENDCO has sufficient time and resources to carry out their strategic role effectively.
- Monitor SEND reviews in liaison with the SENDCO.
- Monitor teaching and learning arrangements made for SEND pupils including the deployment of Achievement Assistants
- Advise the relevant LA when a formal assessment may be necessary or following a EHCP Annual Review

Teachers

Across the Trust all teachers have a responsibility for high-quality adaptive teaching through all eight Teachers' Standards to support all pupils, including those with special educational needs and/or disabilities (Standard 5)

They are responsible for:

- Planning and providing high-quality teaching that is adjusted and adapted to meet the individual needs of the pupils through a Graduated Approach
- The progress and development of every pupil in their class as directed by any Individual Pupil Learning Plans
- Directing Achievement Assistants, or specialist staff to enable them to plan and assess the impact of their support and interventions. Each teacher should use this information to plan for the next steps for teaching and learning of each individual pupil.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision in line with evidence-based interventions (numerous Education Endowment Foundation documents: Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)
- Ensuring they follow this policy and the school's SEND Information Report.
- Reading Chapter 6 of the SEND Code of Practice 2015

6. Categories of Special Educational Need

Pupils with SEND are categorised under one of the four following areas of need as set out in the SEND Code of Practice (2015).

Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate adjustments and/or adaptations. Learning difficulties cover a wide range of needs, including moderate

learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia, and dyspraxia.

Sensory and/or Physical Needs

Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the definition of SEND if they require special educational provision (additional and/or different provision to their peers relevant to their starting point).

Social, Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Communication and Interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the distinct aspects of speech, language, or social communication at various times of their lives. Pupils with Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Neurodiversity



Neurodiversity refers to the diverse ways the brain can work and interpret information. It highlights that people naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others.

Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.

This means that some pupils will have needs that do not fit under just one category of need. It is especially important that schools identify the underlying, primary need to be able to provide appropriate provision.

A pupil may have a diagnosis of a specific condition that would fit into one of these broad areas of need but if they are not receiving 'additional to or different from' provision they are not classified as SEND.

7. Levels of Support

The level of the support that pupils with SEND require is denoted by the following categories:

SEND Support (K)

These are pupils who are classified as having special educational needs and/or a disability where they need support that is 'additional to / different from' their peers. These pupils receive provision which goes beyond the mainstream provision and is classified as a 'graduated approach'. Pupils on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's notional SEND budget is allocated to support these pupils to make progress.

EHCP (Education and Health Care Plans) (E)

Pupils with an EHCP have complex special educational needs and/or disability. Their provision is personalised to the child (Section F of their EHCP) and is classified as an 'individualised' model of support. There is an expectation that a proportion of the school's Notional SEND Budget is allocated to support these pupils. These pupils may receive a designated funding allocation from the High-Level Needs funding block (Element 3) from the local authority to support them in school and to provide bespoke additional educational provision which goes beyond mainstream provision (notional funding of £6K). It is important that school leaders are aware that this additional funding within their budget is monitored and spent solely to ensure outcomes for EHCP pupils are met.

SEND/ Inclusion Register

All schools will keep a SEND Register of all pupils who are on SEND Support or who have an EHCP. They may choose to have an additional needs/inclusion register to include SEND plus other groups including those they may be monitoring, those with medical needs, disadvantaged and in receipt of pupil premium / FSM, Looked After Children (LAC), those with English as an Additional Language (EAL), Young Carers, and those identified as requiring Access Arrangements.

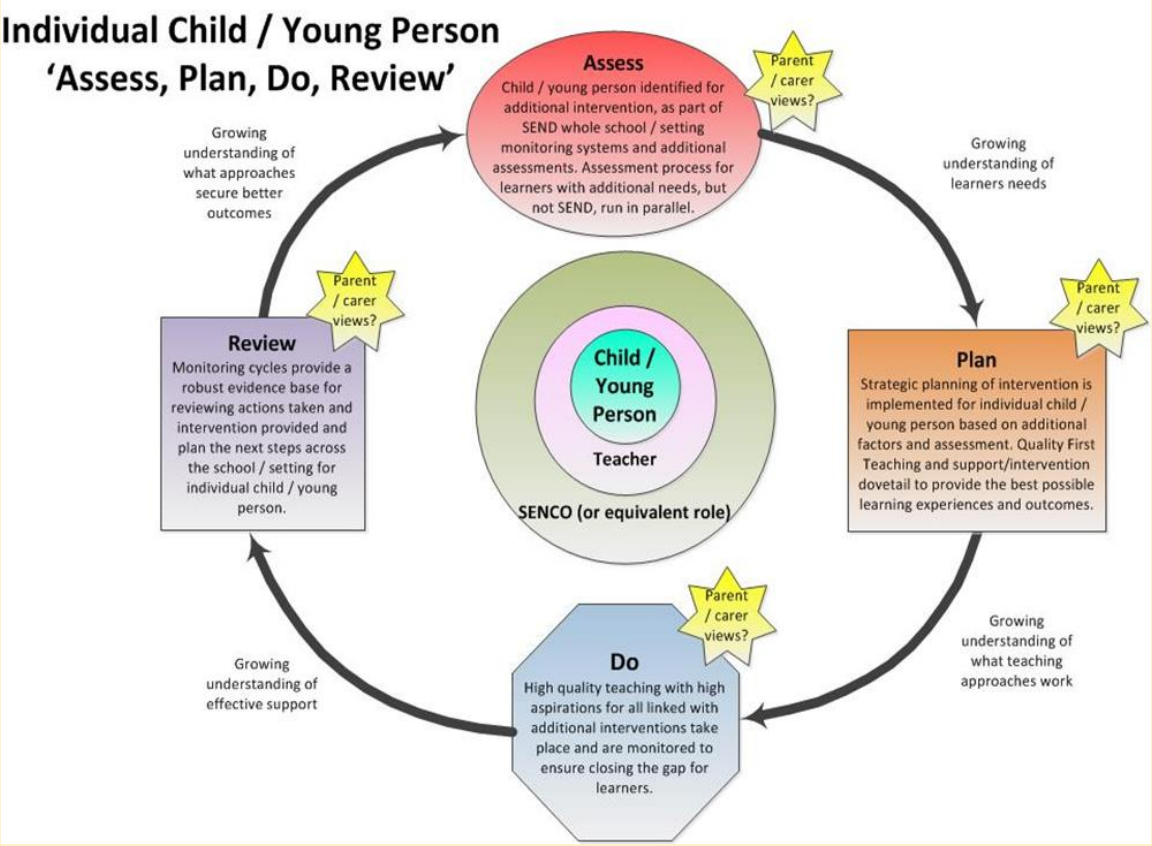
Graduated Approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Achievement Assistants, or specialist staff. A cyclical four stage process – Assess, Plan, Do Review (CoP 6.44 to 6.56) must be followed by all staff. These evaluations and monitoring arrangements promote an active process of continual review and improvement through the waves / tiers of SEND provision for all pupils.

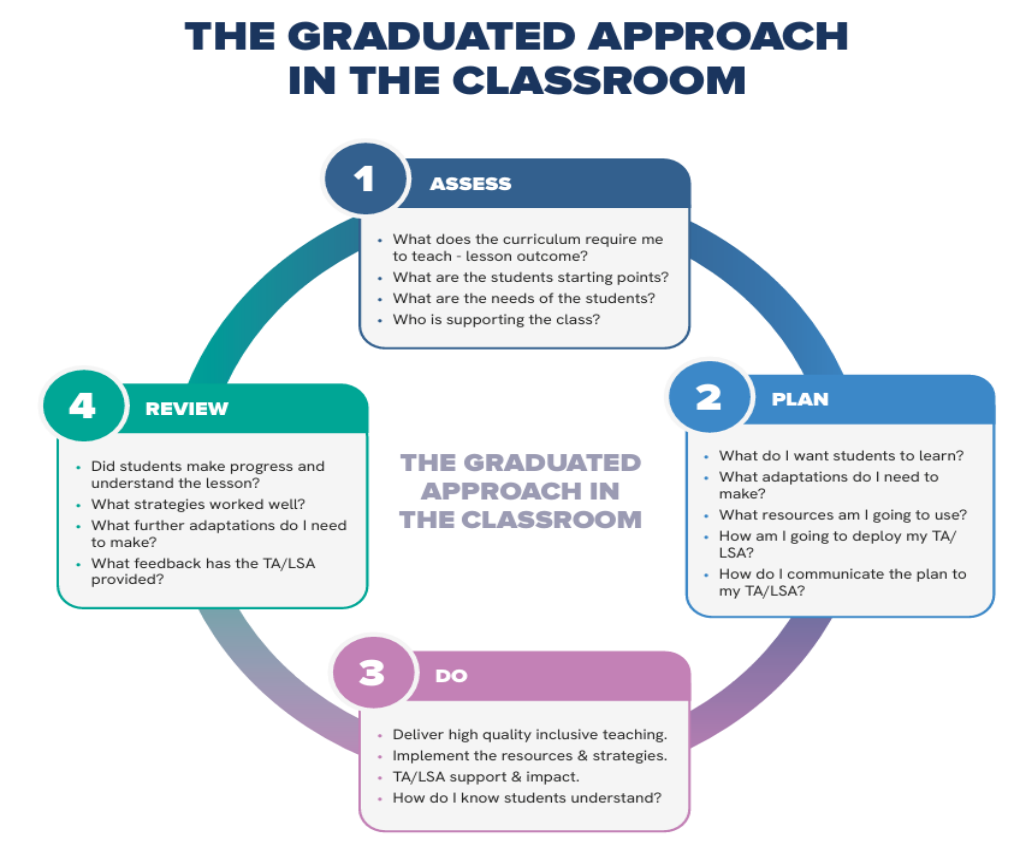
The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress.

Some pupils will show timely progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

It is important that all evidence of monitoring is kept, in case a pupil requires more complex, significant and/or external specialist input as they progress through the higher levels of waves / tiers of SEND provision that are essential within the Graduated Approach.



The Graduated Approach in the Classroom



Early and accurate identification of pupils who may require additional intervention is essential to ensure all learners receive the support they need. Using the Assess, Plan, Do Review (APDR) model, schools can implement a systematic, evidence-informed process to meet the needs of pupils who may be at risk of underachievement or who face barriers to learning. This model is central to the SEND Code of practice (DfE 2015) and is an essential tool for inclusive practice.

Assess (CoP 6.45) Analysis: Early identification through a multi-agency approach improves outcomes for pupils with any additional needs. The first step is to collect the right data & information and find the right people to be able to plan support. If a pupil isn't making the expected progress, draw on:

- Information from their teachers
- Information from previous educational providers
- The views of the child, young person, and their family
- Any external services or organisations involved

Plan (CoP 6.49) Intent: Co-produce targeted, evidence-based support. Co-production with families and learners leads to greater engagement and impact. During this step teachers, the SENDCO, the pupil and their family should agree on new interventions, support, and the expected outcomes. The agreement should be recorded on the school's systems and explained to all appropriate and relevant staff. SMART targets for progress that are realistic and tailored will be set, ensuring they are inclusive and embedded in high-quality, adaptive classroom teaching, not solely dependent on withdrawal.

Do (CoP 6.52) Implementation of the support with consistency aligned with the pupil's needs: In this step, the plan is put into practice. The pupil's class or subject teachers are responsible for checking whether the plan is working daily. Evidence based programmes with proven effectiveness will be in place, alongside high expectations and continued access to a broad and balanced curriculum.

Review (CoP) 6.54 Impact, evaluate effectiveness and adjust as needed: The impact of the plan is reviewed by feedback from teachers, the SENDCO, the pupil and their family against the targets set. Good enough progress may mean SEND support is adapted, increased, no longer needed or a further cycle of Graduated Approach is required, or an Education, Health and Care Needs Assessment needs to be requested. Reviews are a part of an ongoing cycle.

Waves / Tiers of Provision

A strong culture of inclusion requires that intervention is seen as proactive, and that support is built into quality first adaptive teaching rather than a bolt-on. Through the graduated approach, timely, personalised and impactful support will keep pupils on a path to success.



Individual Provision Passport or similar (IEP): Within each school's SEND Information Report there should be an explanation of how the school is recording the APDR process. This should include the capturing of pupil and parent carer voice.

A new DfE Individual Support Plan (ISP) is required by December 2026 / January 2027

8. Inclusive Attendance, Behaviour & Relationships and Welfare

The Trust has high expectations that all pupils attend school. Within each school there is a supportive programme for behaviour and welfare that considers individual needs.

It is particularly important that school's monitor the attendance and behaviour of all pupils but make special reference to vulnerable and disadvantaged groups including SEND, and SEND provision within the school supports attendance, specifically relating it to the four areas of need.

Where schools have different support teams (Learning Support, Pastoral, Attendance, Behavioural, Safeguarding) these should work together when considering the Graduated Approach / Waves or tiers of provision required for individual SEND pupils. This will ensure a collaborative Team Around the Child / Family approach.

When serious incidents occur, and a SEND pupil requires a period of suspension / exclusion / pupil movement the SENDCO should be involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered.

All schools should have a trained Senior Mental Health Lead (DfE approved) who will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs.

9. SEND Information Report

Every school must produce a statutory SEND Information Report that is reviewed annually and updated as and when required. When reviewing this report, it is good practice to seek the views of parent carers, pupils, and other stakeholders. The SEND Information Report must contain information on:

- The kinds of SEND that are provided for.
- How the school identifies pupils with SEND
- The name and contact details of the SENDCO.
- Arrangements for consulting parent carers of pupils with SEND and involving them in their child's education.
- Arrangements for consulting pupils with SEND and involving them in their education.
- Arrangements for assessing and reviewing pupil's progress towards outcomes. This should include the opportunities available to work with pupils as part of this assessment and review.
- Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society.
- The approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment for pupils with SEND
- The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.
- How the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils SEND and supporting their families
- Arrangements for handling complaints from parents of pupils with SEND about the provision made at the school.

The report should also include:

- The arrangements for the admission of disabled pupils
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities you provide to help disabled pupils to access the school.
- The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:

- increasing the extent to which disabled pupils can participate in the school's curriculum.
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

10. Inclusion Strategy

The Trust is committed to creating an education system that is inclusive by design, ensuring that pupils receive timely support based on identified need rather than requiring a diagnosis or statutory process before support is provided. The school will maintain and annually publish an Inclusion Strategy from December 2026, that sets out how it identifies and meets the commonly occurring and predictable needs within its cohort and how inclusive practice is embedded across all aspects of school life.

The 7 Principles of Inclusion (DfE 2026) are:

- Leadership: Ambitious governance that prioritizes inclusion.
- Intervention: Evidence-based early support before needs escalates.
- Teaching: High-quality adaptive teaching with an accessible curriculum.
- Enrichment: Broad access to activities beyond the classroom.
- Culture: Safe environments fostering attendance and belonging.
- Partnerships: Strong collaboration with families and external services.
- Environment: Continuous upgrades to physical and systemic accessibility

The Inclusion Strategy (by December 2026) will:

- Identify the commonly occurring and predictable SEND needs and barriers to learning within the school's cohort.
- Set out how funding from the new DfE Inclusive Mainstream Fund - Inclusive mainstream fund: 2026 to 2027 - GOV.UK, including core school funding and SEND funding, is used to support inclusion and improve outcomes for pupils.
- Describe the evidence-informed approaches and activities being implemented to promote inclusive practice.
- Be published annually on the school's website and be readily accessible to parents and carers.
- Be subject to review and scrutiny by governors and trustees as part of the school's accountability arrangements.

Core Components of the 2026 Framework (not yet legally binding)

- The Universal Offer: Establishes a new baseline of high-quality, adaptive teaching and early intervention strategies for everyday classroom practice.
- Tiered Support Layers: Moves away from a one-size-fits-all model into clear categories: Universal, Targeted, Targeted Plus, and Specialist.
- Digital Individual Support Plans (ISPs): Implements a duty for educational settings to generate digital plans for children with identified additional needs.
- Inclusion Strategies: Requires schools receiving mainstream inclusion funds to publish tailored strategic inclusion plans.

11. Safeguarding and SEND

Children with special educational needs, disabilities or health issues (pages 62 to 63 DfE KCSIE September 2026)

247. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- The need for intimate care or that these children are isolated from others,
- That these children are more likely to be dependent on adults for care, and
- These children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

248. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

249. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the departments:

- SEND Code of Practice 0 to 25 years, and
- Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:

- **The Special Educational Needs and Disabilities Information and Support Services (SENDIASS)**. SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk),
- **Mencap** - Represents people with learning disabilities, with specific advice and information for people who work with children and young people, and
- **NSPCC -** Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.

Family Help and Early Intervention

The Trust recognises that some pupils with SEND and their families may benefit from additional support through Family Help and other early intervention services. Schools should work proactively with safeguarding partners, local authorities, health services and other relevant agencies to identify needs at the earliest opportunity and provide support before concerns escalate. Where appropriate, schools should contribute to Family Help assessments, planning and review processes, ensuring that the views of the child, parent carers and professionals are considered.

Consideration should be given where SEND needs interact with attendance concerns, social, emotional and mental health needs e.g. anxiety, behaviour, welfare concerns or other vulnerabilities that may increase safeguarding risk. Schools should maintain a child-centred approach and ensure that support is coordinated through effective multi-agency working where required.

Emerging technologies and AI-related safeguarding risks

Schools should recognise that emerging technologies, including artificial intelligence (AI), may present additional safeguarding risks for some pupils with SEND. These risks may include exposure to AI-generated misinformation, manipulated or synthetic content, deepfakes, AI-generated nude or semi-nude imagery, online exploitation and harmful interactions facilitated through digital platforms. Schools should ensure that online safety education, safeguarding responses and support arrangements take account of the additional barriers that some pupils with SEND may experience when evaluating the authenticity, reliability and intent of online content. Staff should consider whether communication, learning, social or cognitive needs increase vulnerability to online harm and respond through appropriate support, education and safeguarding processes.

12. Links to other policies

The policies linked to this SEND Policy should include:

- Child Protection and Safeguarding Policy
- Behaviour & Relationships Policy
- Attendance Policy
- Accessibility Plan
- Equality Information and Objectives / Equality Policy
- Admissions Policy
- Suspension and Permanent Exclusion Policy
- Local SEND Information Report for each school
- Keeping Children Safe in Education (2026)

13. Monitoring and Review

This policy is approved by the Trust Board and applies across all schools within Central Region Schools Trust. Any school-specific local appendices, including arrangements that reflect local provision, context or procedures, must be reviewed and approved by the relevant Local Academy Governing Board (LAGB).

The policy will be reviewed annually, unless there are legislative, statutory guidance or regulatory changes that require an earlier review. Where changes are required, the policy will be updated and submitted through the appropriate Trust approval route.

The Trust will continue to monitor national SEND reform during 2026–27 and will update this policy, local appendices and associated practice where legislative, statutory guidance or regulatory changes require it.

Appendix 1 - Pupil Voice

Pupils across the Trust were asked about their experiences in school, alongside shaping this SEND Policy, and their views are included. There are noticeably clear themes emerging: relationships, communication, adaptive teaching, regulation and sensory support, accessibility, belonging, pupil voice and independence.

Over this year we have collaborated and co-produced with WCC and their SEND and Disability Forum for Pupils – aged 9 and above – Voices United. They have assisted SENDCo's with gathering pupil voice, and I have also met with them about key features relating to this update of the SEND Policy. All schools were given suggested questions and the poster (last page) to help them understand what a SEND Policy is.

Pupil Voice: What inclusive practice looks like

The views of pupils across the Trust have been gathered to help us understand what effective SEND support and genuine inclusion look and feel like from the pupil perspective. Their responses demonstrate that inclusion is not simply about additional provision; it is about relationships, belonging, accessibility, communication, responsive teaching and ensuring that pupils are listened to and understood.

What Pupil voice tells us about our SEND practice

Taken together, pupil voice provides a clear message about what pupil's experience as genuinely inclusive practice. Pupils want adults who know them, listen to them, respect them and understand that their needs may change. They want teaching that is clear, structured, broken into manageable steps and adapted when they do not understand. They want access to appropriate technology, alternative formats, visual information, sensory resources, movement and calm spaces where these help them to learn. They want to be included with their peers and to experience genuine belonging, rather than simply being physically present.

Most importantly, pupils are telling us that inclusion is relational and individual. Effective SEND practice cannot rely solely on a list of strategies. It requires adults to notice, listen, check, adapt and respond. It also requires us to recognise that a pupil's ability to complete a task on one occasion does not necessarily mean that they can consistently access that task without ongoing appropriate support.

The pupil voice therefore reinforces our commitment to a SEND approach and Policy in which pupils are active participants in decisions about their education, support and inclusion, and in which reasonable adjustments and high-quality adaptive teaching are embedded within everyday classroom practice rather than viewed as additional or exceptional provision.

RELATIONSHIPS, RESPECT AND TRUSTED ADULTS

Pupils consistently identified the importance of adults being kind, respectful, positive, approachable and willing to listen. Strong relationships enable pupils to feel safe, understood and able to ask for help:

CHMS - When they are really kind, it helps me in the classroom.
CHMS - She always lets me talk to her privately to discuss my friendship problems and will help me if I tell her I have difficulties with my learning.
CHMS - Kind always positive. Clear in how they teach and give instructions.
CHMS - A good teacher is fair, firm, kind, hardworking and helps me with my learning.
CHMS - They will listen to me and help me.
CHMS - When they listen really carefully about the things I need help on within school.
CHMS - A good teacher makes a positive atmosphere in the classroom.
WCC Voices United - Support should be talking to the pupil and listening to what they need.
WCC Voices United - Inclusion feels like people talking to you like a regular person and they like you for who you are, listening to your ideas and being respectful and wanting to be around you.
WCC Voices United - Strong relationships with trusted adults, positive reinforcement, and general time and patience.
WCC Voices United - Having support staff that are willing to try different things, willing to understand and have empathy with me and my needs.

WHHS - I like it when teachers make me feel safe
WHHS - When teachers are great, I'm really happy and I'll do my best work.
Ipsley - A friendly approach.
Ipsley - Teachers supporting me and asking if I'm OK.
Ipsley - Listen to what I say and gives me lots of support and understands what I need.
Lickhill - When teachers are super kind, helpful, respectful, and being there when I need them.
Lickhill - When I'm stuck, they know what I'm stuck on because they know me
Oldbury Park - A good teacher is someone respectful who helps children to focus on their learning.
Oldbury Park - My teachers take the time to talk to me and know me.
Oldbury Park - My best teachers are kind, funny and like to help me.
Sutton Park - When teachers are interested in you and notice things about you
Sutton Park - Calm facial expressions, a soft voice and a good sense of humour
Sutton Park - I like it when grown-ups are happy and ask me things about myself.
Sutton Park - When a teacher comes down to my level positively and praises me.
St. Stephen's - When adults help me.

LISTENING, COMMUNICATION AND CHECKING UNDERSTANDING

Pupils emphasised the importance of adults listening carefully, checking understanding and providing information in ways that enable them to access and then process it successfully. They also highlighted the importance of knowing where and how to access support:

Arrow Vale - Teachers checking in more with progress being made after an instruction is given, to see if I need help and checking my understanding.
Arrow Vale - I know where to go if I need learning support.
WCC Voices United - When somebody talks to me and puts me back on track, when I get distracted and are helpful.
WCC Voices United - Giving clear instructions and feedback when it's needed.
WCC Voices United - Good communication with the SENDCo over accommodations needed by me e.g. having the class slides in advance or on my laptop so I can go through them at my own pace.
WCC Voices United - To understand pupils who find it really difficult to advocate for themselves.
Ipsley - Talking through problems or breaking them down for me.
Lickhill - They read through questions for me and do regular check-ins.
Sutton Park - I like it when teachers help me and explain things in a different way when I haven't understood the first time
Sutton Park - They give me help with what I'm doing, not by telling me the answer, but showing or explaining it in a different way
St. Stephen's - I like information repeated back to me to ensure I understand what teachers are telling me.

ADAPTIVE TEACHING, CHUNKING AND MAKING LEARNING ACCESSIBLE

Pupils clearly identified that they benefit when teachers adapt how learning is presented, break tasks into manageable steps and provide diverse ways of accessing information. This reinforces the importance of high-quality adaptive teaching as an inclusive classroom practice:

Arrow Vale - I like it when teacher's breakdown tasks into manageable steps.
CHMS - They help me with my work and suggesting things I can do.
CHMS - A maths notebook is helpful.
CHMS - When teachers give reminders of previous learning.
CHMS - Having a peer next to me so we can help each other when I get stuck.
WCC Voices United - Giving clear instructions and feedback when it's needed.
WCC Voices United - Having an Achievement Assistant in the room helps me as they can answer my questions

WCC Voices United - Understanding that needs, need to grow. Sometimes I can do it once, but that does not mean that I can just always do it. It is more complex than that.
Ipsley - Talking through problems or breaking them down for me.
Ipsley - The support could be written down so all the information doesn't have to be processed all at once. It shows they understand me more.
Ipsley - I prefer chunking of the work and pictures or videos on the screen.
Lickhill - Breaks work into small chunks. Not everything needs to be perfect.
Lickhill - They read through questions for me and do regular check-ins.
Lickhill - Relating work to things I'm interested in.
Matchborough - Helping us with our learning and work. Being nice, kind and talks nicely.
Matchborough - If the board had bigger letters, chunks and snippets of information.
Matchborough - I learn easier with videos, pictures, and simple easy read words.
Oldbury Park - When lessons are hard, my teachers break the task down into step by step. This makes it easier for me.
Sutton Park - I like it when teachers help me and explain things in a different way when I haven't understood the first time
Sutton Park - They give me help with what I'm doing, not by telling me the answer, but showing or explaining it in a different way
St. Stephen's - I find big abstract questions difficult and need concepts to help me understand what is being asked. Specific examples given to me are the best.

ASSISTIVE TECHNOLOGY AND ACCESSIBLE INFORMATION

Pupils identified technology, visual information, and accessible formats as important ways of reducing barriers to learning and enabling greater independence:

Arrow Vale - Being able to use laptops in class.
Arrow Vale - All videos to have Subtitles
WCC Voices United - Having the SEND policy in different formats, e.g. Braille, Large print, clear headings.
WCC Voices United - Good communication with the SENDCo over accommodations needed by me e.g. having the class slides in advance or on my laptop so I can through go them at my own pace.
Matchborough - Being able to see the board help with writing letter and number mats.
Matchborough - If the board had bigger letters, chunks, and snippets of information.
Matchborough - I learn easier with videos, pictures, and simple easy read words.
Sutton Park - Using software for writing EG laptop and iPad. Help me.

EMOTIONAL REGULATION, SENSORY NEEDS AND FEELING SAFE

Pupils identified the importance of being able to regulate, take movement or sensory breaks and access calm, safe spaces when overwhelmed. They also identified specific resources that help them to manage their attention and emotions:
CHMS - Fidgets help me.
CHMS - A calm corner when people get angry.
CHMS - When they help you when you feel overwhelmed.
Lickhill - My calming corner.
Lickhill - Similar to the Thrive room with cosy spaces, cushions, and settees.
Sutton Park - Emotion cards and pictures to show how you're feeling.
Sutton Park - They Take time to listen to you and give you movement breaks.
St. Stephen's - I like to move or do movement activities sometimes
St. Stephen's - I like it when I'm able to choose my fidget toys that help me.
WCC Voices United - Training in mental health and understanding my needs.

BELONGING, INCLUSION AND PEER RELATIONSHIPS

Pupils described inclusion as belonging, being treated equally and being actively included in lessons, groups, and social opportunities. They also identified the importance of peer support and learning alongside others.

CHMS - When social groups include everyone.

WCC Voices United - When they listen to you and try to keep you included.

WCC Voices United - Inclusion is all about belonging and being treated as equal, designing accessibility from the beginning rather than as an afterthought.

Ipsley - Everyone should be included into groups and lessons, so they are happy

Ipsley - When peer support is always considered.

Lickhill - Other children can help working together with friends

Sutton Park - Learning partners so you don't work alone.

Oldbury Park - Everyone is included in our school by sharing and asking others to join in

PUPIL VOICE, CHOICE, AND SELF-ADVOCACY

Pupils highlighted the importance of being listened to, having choices about the support they receive and being supported to communicate their needs. They also recognised that some pupils may find self-advocacy particularly difficult:

Arrow Vale - More information knowing what SEND is and what it is not.

WCC Voices United - Support should be talking to the pupil and listening to what they need.

WCC Voices United - When there is a menu of support and you can circle what you'd like and where you would like it.

WCC Voices United - To involve children in teacher training.

WCC Voices United - To understand pupils who find it really difficult to advocate for themselves.

WCC Voices United - Using school councils to talk about SEND additional needs and hidden disabilities.

Sutton Park - When teachers are interested in you and notice things about you

MOTIVATION, ENGAGEMENT AND POSITIVE RECOGNITION

Pupils told us that learning is more successful when it is interesting, relevant, and connected to their interests. They also value positive recognition, encouragement, and celebration of achievement:

WCC Voices United - When they congratulate you and tell you why.

WCC Voices United - Strong relationships with trusted adults, positive reinforcement, and general time and patience.

Lickhill - Relating work to things I'm interested in.

WHHS - When we do fun stuff in lessons, sports fest, movie night and clubs.

Sutton Park - Making lessons fun and interesting.

Sutton Park - When a teacher comes down to my level positively and praises me.

CONSISTENCY, PREDICTABILITY AND UNDERSTANDING INDIVIDUAL NEED

Across the responses, pupils repeatedly described the importance of adults understanding that their needs may vary and that being able to complete something once, does not necessarily mean that they can consistently do it without support. This reinforces the importance of relationships, knowing the individual pupil and avoiding assumptions based on isolated successes:

WCC Voices United - Understanding that needs need to grow sometimes I can do it once, but that does not mean that I can just always do it. It is more complex than that.

Lickhill - When I'm stuck, they know what I'm stuck on because they know me

Arrow Vale - Teachers checking in more with progress being made after an instruction is given, to see if I need help and checking my understanding.

CHMS - There are always adults around to help me.

CHMS - When they listen really carefully about the things I need help within school.

Ipsley - Listen to what I say and gives me lots of support and understands what I need.

Your Voice Shapes Our SEND Policy

Have your say!

What is our SEND Policy?

Our SEND (Special Educational Needs and Disabilities) Policy explains how we support children and young people with additional needs.

We review it every year to make sure it is working well and meets the needs of our school community.



We want to hear from YOU!

You are experts in your own experience. Your ideas will help us improve how we support everyone in our school.

Your ideas can make a big difference!



Why are we reviewing our SEND Policy?

- To make sure our support is the best it can be
- To listen to what is working well – and what could be better
- To include the voices of children and young people
- To plan for the next academic year together

Our SEND Policy covers:

- How we identify and understand needs
- The support we provide in school
- Working together with families and professionals
- Creating an inclusive and welcoming school
- Helping you achieve your goals and aspirations
- Supporting your wellbeing and confidence

How can you share your ideas?

There are lots of ways to get involved:

Join a Pupil Voice Group
Talk with other students and share your ideas.

Complete a Short Survey
Quick questions about what we do well and what we could improve.

Talk to a Teacher or SENDCo
You can speak to someone you trust.

Drop Your Ideas in the Suggestion Box
Write or draw your ideas and pop them in.

We know some things can be challenging – together we can make things better

Sometimes I don't feel heard

How can I get support

Who can I talk to

By working together with respect and understanding, we can build **trust, reduce conflict** and focus on what **really matters – supporting every child to thrive and succeed.**

Thank you!

Your voice matters. Thank you for helping us create a school where everyone feels supported, respected and included.

What happens next?

- We will read all your ideas
- We will use your feedback to update our SEND Policy
- We will share what is changing with you



Let's make our school even better – together!

Your ideas. Your school. Your future.

Appendix 2 – School Local Arrangements

Mainstream Language Unit

https://www.suttonparkrsa.co.uk/language-unit/

Sutton Park Primary Mainstream Language Unit

Sutton Park Primary has a Mainstream Language Unit with places available for 10 pupils. These 10 places are commissioned by Worcestershire Local Authority for pupils from across the Wyre Forest area, identified as having specific and significant Speech, Language and Communication Needs. Our pupils here are very much part of our highly inclusive school and follow the same curriculum as their peers at the level appropriate to their need. We have high expectations of all our pupils and take great pride in seeing their progress and confidence in their communication flourish during their time with us. These pupils have the potential to access mainstream education but currently struggle to reach their potential within a mainstream class primarily due to their Speech, Language and Communication Needs. The aim of the provision is to return pupils to a mainstream provision once they have acquired the speech and language skills to be successful.

Frequently Asked Questions:

Parents Often Ask; 'How Do I Get A Place in the Language Unit for My Child?'

The referral for the Language Unit should be made by the child's Speech and Language Therapist, who will check that the initial criteria are met. If they are, the Local Authority will forward the referral paperwork to the Language Unit Panel Admissions Team for consideration for placement. Pupils with an Education Health Care (EHC) plan with primary needs of Speech, Language and Communication may also be referred this way. Entrance into a language unit is via this placement panel. There is no entry into any of the language units by direct application to the school.

Parents Ask; 'What Happens When They Attend the Mainstream Language Unit?'

Initially for the first term a new pupil will be dual registered with Sutton Park Primary and their local school. However, they will spend all their time at Sutton Park Primary. This is an assessment period to ensure that the pupil is correctly placed, and that the language unit is the appropriate place to meet the pupil's needs. The dual registration is to ensure that should the pupil be incorrectly placed then a seamless transfer back to their local school can take place. After the first term if the placement is appropriate, the pupil is transferred fully to the roll at Sutton Park Primary.

While a pupil is a member of the Language Unit, they are also assigned to a mainstream class in Sutton Park Primary: they have two classes and two class teachers. The Language Unit class will be a mixed-age range class potentially including pupils from reception year to year six. The mainstream class will be in their age appropriate year group.

Timetabling tries to ensure that the pupils receive specialist teaching in the main core subjects and have individual targeted speech and language interventions within the Language Unit, but also have enough time to experience the mainstream setting and a wider curriculum. The aim of the provision is to return pupils to a mainstream setting and this time in a mainstream class is a vital part of their experience: a time to try and apply the skills taught in the small group setting.

Parents Ask; 'When Is it time for my child to leave the Mainstream Language Unit?'

Once the pupil has gained the speech, language and communication skills needed to return to mainstream school the panel will be advised, and the pupil will leave the Language Unit. At this point the pupil's parents will need to find a school to take their child. This may be the pupil's previous local school, another school of the parents' choice or, if places are available, some parents choose for their child to remain at Sutton Park Primary.

Parents Ask; 'Who works in the Mainstream Language Unit?'

The teacher-in-charge of the language unit is Mrs L Harris. Miss Duignan is the SENDCo for the whole school. There are two teaching assistants who teach within the language unit - Mrs J Liggitt and Mrs M Jones. The Speech and Language Therapist for the language unit is Miss L Chatterton who has three ½ day sessions a week within the unit.

Parents Ask; 'Where can I find helpful information for my child with Speech, Language & Communication Needs (SLCN)?''

Parental advice sites:

https://speechandlanguage.org.uk/

https://www.afasic.org.uk/

https://www.hacw.nhs.uk/childrens-speech-and-language-advice