SEND POLICY
2025/26

Date Reviewed	Body	Review Date
Autumn Term 2 2025	Board of Trustees	Autumn Term 2 2026

1. INTRODUCTION

1.1 Chiltern Learning Trust policies are designed to support the ethos, aims and vision of the school as outlined in our Strategic Intents.

1.2 This policy sets out our rationale as a Trust and our broad goals; it defines SEND and makes clear roles and responsibilities in our schools. From Section 5 onwards, the policy sets out the commitments of Chiltern Learning Trust regarding: how schools identify pupils with SEND and assess their needs; the provision for pupils with SEND and how this is implemented in schools; and the graduated response. This section will be supplemented by the **SEN Information Report,** which outlines school specific practices, a template for which is provided in the Appendix of this policy. The last part of the policy details how it is monitored and reviewed. Also stated in the Appendix is a suggested timeline for SEND leadership and management. It is important for strategic activities to align with operational delivery and for us as the CLT community to be aware of the workload of SENCOs throughout the year. There are key milestones and particular time pressure points in the annual SEND calendar.

2. RATIONALE

2.1 We believe that each pupil is unique and is entitled to the best possible teaching support and resources to maximise potential. The CLT is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

2.2 The aim of this policy is to inform all stakeholders as to how SEND pupils are identified and how the provision enables children and young people with SEND to have access to a full and varied curriculum. This policy also enables parents, carers and external agencies to work together with our (CLT) schools and staff so that the needs of children and young people with SEND are fully met.

2.3 This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice (2014, updated 2015) together with the Equality Act 2010.

3. BROAD GOALS

3.1 In line with the 2014 Children and Families Act, SEND Code of Practice 2015 and the Equality Act 2010 this policy will enable each school within the Trust to:

- identify, at the earliest possible opportunity, barriers to learning and ensure participation for pupils with SEND
- ensure that every child experiences success in their learning and achieves their best possible standard
- enable all children to participate in lessons fully and effectively, in line with the school's curriculum intent
- value and encourage the contribution of all children to the life of the school
- work in partnership with parents/carers
- work with the Local Governing Bodies to enable them to fulfill their statutory monitoring role regarding SEND
- work closely with external support agencies, where appropriate, to support the need of individual pupils
- ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils

4. DEFINITION OF SEND

4.1 The 2015 Code of Practice states: A child or young person has SEND if they have a learning difficulty or disability, which calls for (additional) special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (2015 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv).

4.2 Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

4.3 A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

5. ROLES AND RESPONSIBILITIES

5.1 The Special Educational Needs Coordinator (SENCo)

The SENCO means the person who has been designated to be the Special Educational Needs Co-coordinator for the school by the appropriate authority in accordance with section 67 of the Act i.e.

- they are a qualified teacher;
- if appointed after 2008 is required to complete the statutory induction qualification, within three years of appointment
- is working as a teacher at the school

The SENCO is : Ifhit Latif

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 coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on extending the graduated approach to provide SEN 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 and its support services
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- work with the Headteacher and governing board 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
- ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body for publication in September.

5.2 The SEND Governor and Local Governing Body

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this termly
- work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Local Governing Body will:

- ensure the SEN Information Report is completed and agreed in the summer term for publication in September

5.3 The Headteacher

The Headteacher will:

- will ensure what high-quality teaching looks like is clearly articulated at the beginning of the academic year, by enabling school leaders to undertake a Provision Review with all stakeholders
- work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND
- articulate clearly SEND need and provision during any inspection preliminary conversations
- ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in September

5.3 Class teachers

Each class teacher is responsible for:

- 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
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

5.4 The Designated Safeguarding Lead (DSL):

In view of Keeping Children Safe in Education September 2021, the DSL and SENCO will need to work collaboratively in a variety of areas. Examples include mental health and responsibility for educational outcomes for pupils with SEND, which will include liaison with relevant external agencies and personnel in the school such as The Senior Mental Health Lead.

6. IDENTIFICATION OF SEND

6.1 Pupils are identified through ongoing assessments by the child or young person's teachers and

brought to the attention of the Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person’s area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies to identify the area of need.

6.2 Special educational needs may relate to one or more of the following broad areas of need:

- communication and interaction;
- cognition and learning;
- emotional and social development and mental health;
- sensory and/or physical needs;

In addition, medical conditions may result in a special educational need, however this is not always the case.

7. PROVISION

7.1. Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school. As Stated in the SEND Code of Practice 2015 (p24), the majority of pupil's needs will be met through adapted and personalised high-quality teaching

7.2 Children may have special educational needs at any time during their school career and/or throughout their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child

7.3 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

7.4 The special educational provision in place should follow the four-part cycle:

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment, attendance and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

2. **Plan.** This may involve the SENCO, working with teachers to plan appropriate provision, which is clearly agreed and communicated with all concerned. This can be either in class support or out-of-class provision. Any planning will have a clear focus on expected outcomes for the child or young person. This needs to be linked to curriculum delivery. Where out-of-class provision is in place, due care must be taken to ensure transference to the classroom.

3. **Do**. The SEND Code of Practice 2015 places the class/subject teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions. Delivery of any interventions should not be left solely to teaching assistants. Children and young people with SEND are entitled to be taught by a qualified teacher.

4. **Review.** The progress of pupils who are receiving SEN Support should be reviewed termly and schools should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

7.5 Each CLT school will report on its SEN provision in their SEN Information Report (see Appendix), which forms the basis of what the school and therefore CLT have offered. This document is read in

conjunction with each school's high quality teaching document that emerges from the annual Provision Review.

7.6 Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded on school specific systems so that all staff are aware of their needs and strategies to support them in the classroom.

7.7 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on their school specific systems as requiring SEN Support, set up targets and review these termly with parents to review progress.

7.8 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance and local policy on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with Education, Health and Care Plans (EHCPs) under the 2015 Code of Practice will have clear targets, and have their progress reviewed termly with parents by a member of the teaching staff. Yearly targets set and reviewed at the annual EHCP review.

7.9 We will work closely with schools to ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

IMPLEMENTATION

8.1 In order for CLT to achieve its goals we will ensure that in each school:

- pupils' achievements are celebrated, and their efforts recognised and rewarded
- advice, guidance and training is offered to other colleagues in the most effective methods of meeting pupil's needs
- pupil's specific needs are established using specific tests, national tests and any other appropriate testing, as well as through consultation with feeder schools, parents/carers and pupils themselves
- a SEND database will be available to all staff working with children
- information is published about SEND pupils in September each year and updated as appropriate in the **SEN Information Report** published on school websites (See Appendix). We advise all our schools to keep SEN Information Reports from the last three years on their website. This is to demonstrate development of SEND provision year-on-year.
- pupils of all abilities have equal rights to admission through the Trust's admission policy ensures that
- staff work with partner schools and colleagues in other schools, or post 16 providers, to ensure the move is as smooth as possible
- lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and pupils
- the curriculum intent and content is differentiated and accessible to all pupils
- classwork and homework is set as appropriate to the pupil's abilities
- in class support is provided, where necessary, for those pupils with special education needs within the constraints of resources
- staff set targets for pupils with Education, Health and Care Plans (EHCPs) and pupils who require additional support, in consultation with the pupils and parents. The targets and their implementation will be reviewed on a termly basis. This would be in addition to their normal consultation evenings.
- there is support for small groups of pupils that require additional support and one to one session are provided where appropriate
- extra-curricular activities extend to pupils with special education needs in line with our inclusive policy

- they seek to make buildings and facilities accessible to all pupils

9. GRADUATED RESPONSE

9.1 In line with current legislation each school within the Trust will develop a graduated response procedure which details how individual pupils will be identified and supported to make progress in school.

9.2 If the individual continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Authority to undertake a statutory assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer (with others) decides whether the child needs an Education, Health and Care Plans (EHCP) to meet their needs.

9.3 An Education, Health and Care Plan (EHCP) is a legally binding document with the Local Authority (LA), which sets out the provision the child must receive to meet his/her SEND. The LA may/may not provide the school with additional funds to cover the costs of this provision. This differs from LA to LA. Termly targets are set and reviewed as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress and determine whether the EHCP is still fit for purpose. A representative from the LA may attend these reviews.

10. MONITORING AND EVALUATION

10.1 This policy will be monitored and evaluated by each local governing body, Headteacher, leadership team and the governor responsible for SEND and SEND staff through:

- High-quality teaching document
- annual reviews.
- monitoring of pupil progress against set targets, participation in extracurricular activities.
- school consultation meetings.
- evaluation and review of special curriculum provision
- internal and external audit
- SEN Information Report (year-on-year comparisons)

1 APPENDIX: SEND INFORMATION REPORT

This template will be completed by Chiltern Learning Trust schools, it should not exceed 4 pages and read in a parent-friendly fashion.

SEND Information Report

What kinds of SEND do we provide?
How do we identify children and young people with SEND and assess their needs?
How do we consult with and involve parents and pupils?
How do we assess and review pupils' progress towards outcomes?
How do we support pupils moving between phases and preparing for adulthood?
What is our approach to teaching pupils with SEND?
How have we adapted the curriculum and the learning environment?
What additional support for learning is provided?
What is the expertise of staff and how do we train staff?
How does the school's equipment and facilities support pupils?
How do we evaluate the effectiveness of our provision for pupils?
What do we do to ensure that pupils with SEND have equal access to all activities available to all pupils in school?
What support is in place for improving emotional and social development of our pupils?
How do we involve other agencies in meeting pupils needs and how do we support families?
What arrangements are in place for handling complaints regarding SEND provision?
Who can you speak to with regards to SEND at Challney High School for Girls?
Contact details of support services for parents of pupils with SEND:
The Local Authority Offer:

2 MONITORING

This SEN Information Report will be reviewed by the school's Local Governing Body every year. It will be approved by the Board of Trustees annually.

3 LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical needs
- Safeguarding

4 RECOMMENDED SEND TIMELINE FOR CLT

SEND academic timeline to support leadership and management

It is recommended that the year begins with the SENCO and lead for Teaching & Learning undertake a Provision Review, to ensure high quality teaching is clearly defined, before being able to address provision that is 'additional and different to'. A Provision Review is a strategic dialogue with all stakeholders, using Appreciative Inquiry (as a Theory of Change) and Grounded Theory (as a research methodology). The output has multiple uses for the school development plan, monitoring, performance management and any inspection process.

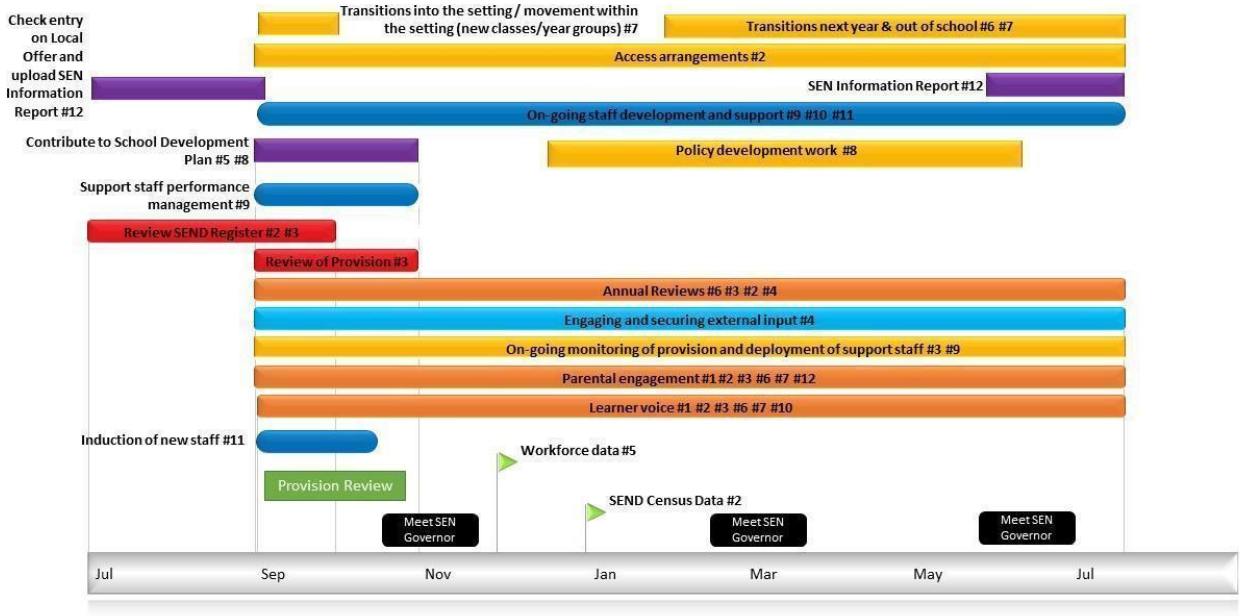
The year ends by reflecting on what has been developed over the year and recording this in the SEND Information Report.

In accordance with the SEND Regulations 2014, throughout the year, SENCOS are required to engage in 12 main tasks. These are:

1. **Informing parents / carers as soon as possible, of pupils considered to have a special educational need**
2. **Identifying a pupil's special educational need and coordinating provision to support**
3. **Monitoring effectiveness of the any special provision made**
4. **Securing relevant services for the pupil (in-house and externally)**
5. **Maintaining and updating records of a pupil's special educational need and provision put in pace**
6. **Liaising with parents / carers and providing regular information regarding their child's need and the provision made**
7. **Ensuring all the correct information is passed on, when a pupil transfers to another school / institution**
8. **Promoting inclusion in the school community, as well as access to the school's curriculum, facilities and extracurricular activities**
9. **Selecting, supervising and training learning support assistants who work with pupils with special educational needs**
10. **Advising teachers about adaptive teaching methods appropriate for individual pupils with special educational needs**
11. **Contributing to training for teachers to assist them to carry out identification, implementing provision, monitoring, record keeping, parent liaison and promote inclusion.**

12. **Preparing and reviewing the SEN Information Report, which is published in the public domain.**

The Gantt chart below plots these 12 tasks at different points in the year:



Mapping annual year cycle for Special Educational Needs & Coordinators (SENCOs)

Anita Devi © 2019 PhD (adapted)

Due care and consideration should be given to the workload and well-being of the SENCO. Several Resources are available in the public domain for support.