



Tudor Grange Academies Trust

Special Educational Needs and Disabilities (SEND) Policy

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This policy should be read in conjunction with the SEN Information Report, which contains more detailed information on the implementation of the SEND policy at each individual School within the Trust, and with the Accessibility Plan, which outlines the steps the School is taking to prevent disabled pupils from being treated less favourable than other pupils. These documents can be found on the School's website.

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16.09.21	2.3	Annual review. Addition to items in section 3.
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22.08.24	3.0	Annual review. Section 8 ‘Staffing arrangements’ changed to ‘Roles and Responsibilities’ and moved to Section 3. Section 9 ‘The role of parents/carers of pupils with SEND’ changed to ‘Pupils with SEND and their parents/carers’ and moved to Section 4. Academy changed to school throughout. Update to paragraphs 1.1, 1.5, 2.1.2, 2.1.3, 3.1, 3.1.1-3.1.8, 5.2, 5.3, 5.7, 6.1, 6.2, 6.3, 6.6-6.8, 6.10, 8.1-8.3, 9.
28.08.25	3.1	Annual review. Update to paragraphs 3.2.8, 3.3.1, 3.4.11
09.07.26	3.2	Annual review. New paragraphs 3.4.2 and 5.1, with subsequent renumbering. Update to paragraphs 1.1, 2.14, 3.2.5, 3.5.4, 3.5.19, 5.4-5.5, 6.1 and 8.3. “We” and “Our” updated to “the Trust” or “the School” throughout.

Contents

1	Introduction.....	2
2	Aims	3
3	Roles and Responsibilities	4
4	Pupils with SEND and their parents/carers	7
5	Co-ordination and Implementation of the Trust’s Special Educational Provision	7
6	Identification of Special Educational Needs.....	8
6.6	SEN Support	8
6.7	Statutory assessment	9
6.8	Education, Health and Care Plans (EHCP).....	9
7	Admission arrangements for pupils with SEND.....	9
8	Monitoring, evaluation and review	10
9	Complaints.....	11
10	References	11

1 Introduction

- 1.1 This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how Trust Schools work with them. The guiding principle informing this

policy is to ensure that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the School community. Tudor Grange Academies Trust ('the Trust') is committed to promoting inclusion and equal access to high-quality education, and as such believe that every teacher is a teacher of SEND and that high quality teaching is the first and most important level of support. This policy is based on the '[SEND Code of Practice](#)' and is also reflective of safeguarding as per '[Keeping Children Safe in Education](#)'.

- 1.2 The Children and Families Act 2014 states that a child has special educational needs (SEN) if he/she has a learning difficulty or disability which 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 children in the same age group, or a disability which either prevents or hinders him/her from making use of facilities of a kind generally provided for children of the same age group in mainstream schools. Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.
- 1.3 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- 1.4 It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The Trust accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. Schools will always consider the child's educational needs as well as a medical diagnosis or disability.
- 1.5 Pupils with SEND could have difficulties with one or more of the following four areas of need, and the Trust recognises that those needs may change over time:
 - cognition and learning;
 - communication and interaction;
 - social, emotional or mental health;
 - sensory and/or physical.

2 Aims

- 2.1 The aims of this policy and each school's SEN Information Report are:
 - 2.1.1 to ensure that the Trust complies with and effectively implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance;
 - 2.1.2 to ensure that every pupil with SEND has the maximum opportunity to make progress so that they:
 - fulfil their aspirations and achieve their best;
 - become confident individuals and live fulfilling lives;
 - have access to all aspects of school life and are able to engage in school activities alongside pupils who do not have SEND;
 - make a successful transition into becoming an adult – whether that is into further and higher education, training or work;

- 2.1.3 to ensure that pupils with SEND and their parents/carers are involved in discussions and decisions about support and provision for the pupil;
- 2.1.4 to set out how all Trust schools will identify, support and make provision for pupils with SEND.

3 Roles and Responsibilities

3.1 The Trust's Board of Trustees will:

- 3.1.1 co-operate with the local authority in developing the local offer;
- 3.1.2 do its best to ensure that the necessary provision is made for any pupil who has SEND;
- 3.1.3 ensure that arrangements are in place to carry out functions in respect of meeting the needs of pupils with SEND and have regard to statutory guidance;
- 3.1.4 ensure all Schools in the Trust meet their duties with regard to meeting the needs of pupils with SEND;
- 3.1.5 ensure that policies and procedures are in place to meet the needs of all pupils with SEND;
- 3.1.6 ensure that all Schools have a SENCo (Special Educational Needs Coordinator) who has or is working towards a national qualification for SEN Co-ordination;
- 3.1.7 ensure that the wishes and feelings of pupils with SEND are considered in relation to their provision;
- 3.1.8 monitor the work of the Director of Inclusion and support and challenge on matters relating to SEND;
- 3.1.9 ensure that any weaknesses brought to its attention relating to SEND are addressed;
- 3.1.10 have regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEND.

3.2 The Director of Inclusion will:

- 3.2.1 monitor the delegated responsibilities for SEND in the scheme of delegation;
- 3.2.2 raise awareness of SEND issues with the Principal, the Executive Team and the Educational Performance Committee (EPC);
- 3.2.3 monitor the quality and effectiveness of SEND provision within the School and update the Principal, the Executive Team and the EPC on this;
- 3.2.4 work with the SENCo and Principal to determine the strategic development of SEND provision in the School;
- 3.2.5 work with the Principal and SENCo to ensure the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- 3.2.6 regularly review and update the SEND policy and related policies and ensure that these are available on the School website;
- 3.2.7 undertake annual quality assurance checks relating to SEND at each Trust school to ensure effective SEND practices and provision is in place;

- 3.2.8 provide information for the Director and CEO's reports to the EPC;
- 3.2.9 ensure the School SENCo is supported in fulfilling their responsibilities;
- 3.3 The Local Governing Body will:
 - 3.3.1 support the school with required actions from the Director and CEO's reports to the EPC;
 - 3.3.2 gather pupils voice to contribute to the monitoring of SEND provision;
 - 3.3.3 track themes in parental complaints in relation to SEND;
 - 3.3.4 report and serious or persistent concerns to the Board of Trustees.
- 3.4 The Principal will:
 - 3.4.1 ensure that SEND policies and procedures are fully implemented and followed by all staff;
 - 3.4.2 ensure inclusive culture and practice within their school
 - 3.4.3 have overall responsibility for the provision and progress of learners with SEND;
 - 3.4.4 have a clear overview of the needs of the current cohort of pupils on the SEND register;
 - 3.4.5 provide the appropriate information to the local authority for inclusion in the local offer by ensuring the School's SEN Information Report is updated annually and published on the school website;
 - 3.4.6 determine the role of the SENCo in relation to the leadership and management of the School;
 - 3.4.7 ensure that sufficient funding, support time and resources are allocated to enable the SENCo and other staff to discharge their responsibilities with regard to SEND;
 - 3.4.8 work with the SENCo and Director of Inclusion to determine the strategic development of SEND provision in the School;
 - 3.4.9 work with the SENCo and Director of Inclusion to ensure the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - 3.4.10 monitor the effectiveness of the SENCo in undertaking their responsibilities;
 - 3.4.11 provide access to a broad and balanced curriculum
 - 3.4.12 respond to any concerns raised by the Local Governing Body (LGB) in relation to the Director and CEO's reports to the EPC.
- 3.5 The Special Educational Needs Co-ordinator (SENCo) will:
 - 3.5.1 work with the Director of Inclusion and the Principal in determining the strategic development of SEND provision in the school;
 - 3.5.2 work with the Director of Inclusion and the Principal to ensure the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - 3.5.3 ensure the SEND register, SEN Information Report and Accessibility Plan are regularly reviewed and updated;

- 3.5.4 have a clear approach for identifying and responding to SEND, embedding a graduated approach;
- 3.5.5 co-ordinate SEND provision for individual pupils and groups of pupils on the SEND register;
- 3.5.6 liaise with parents/carers about their child's SEND and any provision made;
- 3.5.7 provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support and QFT (Quality First Teaching);
- 3.5.8 make sure that all staff are aware of the importance of identifying need and making provision for pupils with SEND;
- 3.5.9 organise SEND training for staff, as required, keeping up to date with new initiatives to support pupils with SEND and sharing good practice;
- 3.5.10 manage and support SEND support staff in the delivery of interventions;
- 3.5.11 regularly evaluate the impact of interventions and support in place for pupils with SEND;
- 3.5.12 develop effective links with relevant agencies and other professionals to aid the identification, assessment and support of pupils' needs;
- 3.5.13 refer a child for external agency support where it has been identified through the graduated approach that this is needed;
- 3.5.14 make sure that pupils with SEND join in the activities of the School together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the SEND provision, what their learning needs call for, and the efficient education of the pupils with whom they are educated, and the efficient use of resources
- 3.5.15 advise on the graduated approach to providing SEND support and the deployment of the School's SEND budget and resources in order to meet pupils' needs effectively;
- 3.5.16 undertake, in conjunction with the Director of Inclusion, an annual review of SEND provision and procedures;
- 3.5.17 ensure all SEND records are accurately maintained and up to date, and are transferred in a timely manner when a child moves settings;
- 3.5.18 support the School's attendance lead with the monitoring and support of school attendance for children with SEND;
- 3.5.19 act as a source of support, advice and expertise on adaptive practice for all staff.

3.6 Class Teachers will:

- 3.6.1 plan and provide high quality teaching that is adapted to meet pupil needs through a graduated approach;
- 3.6.2 be responsible for the progress and development of every pupil in their class;
- 3.6.3 work with the SENCo, support staff and specialist staff where appropriate, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- 3.6.4 work with the SENCo to review pupils' progress and development and decide on any changes to provision;
- 3.6.5 communicate with parents/carers as required to discuss outcomes, progress and support.

4 Pupils with SEND and their parents/carers

- 4.1 The school aims to have a productive partnership between school and home and for pupils with SEND and their parents/carers to be involved in decisions about what SEND provision should be made. Opportunities will be provided for pupils and parents/carers to provide information and express their views about the pupil's SEND and the support in place.
- 4.2 Pupils will be invited to participate in discussions and decisions about their support, which may involve the pupil explaining what their strengths and difficulties are, contributing to setting targets, attending review meetings or giving feedback on the effectiveness of interventions. Pupils' views will be taken into account in making decisions that affect them, when possible.
- 4.3 The school recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning for their child. Opportunities will be provided to discuss progress, share concerns and agree aspirations, and parents/carers will be invited to contribute to review processes. Ideas and materials for parents/carers to support learning at home may also be discussed. The School will take into account the views of parents/carers in decision made about their child.
- 4.4 Parents/carers should contact the School if they have concerns about their child's progress or development.

5 Co-ordination and Implementation of the Trust's Special Educational Provision

- 5.1 Inclusive practice is expected in all Tudor Grange settings.
- 5.2 All Trust schools will have a named Special Educational Needs Co-ordinator (SENCo).
- 5.3 The Director of Inclusion and TrustSEND Lead provide ongoing support and advice for Schools within the Trust.
- 5.4 Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is the first step in responding to pupils with SEND. Lessons are planned with all learners in mind and staff will use adaptive teaching strategies for individual pupils where necessary. Information regarding SEND and interventions will be recorded and shared with staff to support their teaching and further interventions.
- 5.5 The Trust has regard to all the requirements of the SEND Code of Practice (2015). The SEND Code of Practice promotes a cyclical and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to support early identification of need and help children who have SEND:
 - achieve the outcomes that have been set for them;
 - make progress against the planned milestones, in line with the outcomes set;
 - successfully access an appropriate and broad curriculum.
- 5.6 The graduated response to meeting individual needs begins once it is decided that a pupil may have SEND, and SEND provision is made for that pupil. The key objective is to establish if the pupil is not

achieving the agreed outcomes, making at least adequate progress, or is unable to access the curriculum. The approach follows an 'Assess – Plan – Do – Review' cycle. The School will inform the pupil's parents/carers as the School starts making provision, and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

- 5.7 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn and to personalise teaching and learning.
- 5.8 Strategies are shared with staff to support their planning and teaching, and interventions used are recorded and the impact of these analysed to inform next steps. The support in place will vary according to the level and type of need and interventions can be employed across the four areas of need.

6 Identification of Special Educational Needs

- 6.1 All teachers at the Trust are teachers of pupils with SEND. All teachers and support staff receive training in identifying and supporting pupils who require educational provision that is additional to or different from the curriculum offered to all pupils. The SENCo will be alerted to newly arising concerns and ensure timely identification of need.
- 6.2 The School's system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This may include pupils whose progress is significantly slower than their peers starting from the same baseline, those who are not matching their previous rate of progress and those who have an attainment gap between them and their peers that is widening or failing to close. This may include progress in areas other than attainment, for example wider development or social needs. Information considered may include:
- assessment results;
 - standardised screening and assessment tools;
 - observations of social and emotional development;
 - existing Education, Health and Care Plan (EHCP) and/or external agency reports;
 - assessments by a specialist service, identifying additional needs;
 - the views and experience of parents/carers and the child themselves.
- 6.3 Slow progress and/or low attainment does not automatically mean a child has SEND. In order to make progress a child may only require the teacher to adjust or adapt their teaching and offer different levels of support in the classroom. Potential short-term causes of impact on behaviour or performance will also be considered. Under these circumstances, a child's needs should be provided for by the class teacher within whole class planning. (Please see the SEN Information Report for more information).
- 6.4 Where progress remains unsatisfactory, further intervention in a small group or individually may be appropriate and this will be provided under the direction of the SENCo.
- 6.5 Should progress remain poor, or where the need is identified as being severe, additional support will be provided at SEN Support level.
- 6.6 **SEN Support**

Once a pupil has been identified as having SEND, we will take action to remove barriers to learning and put in place effective special educational provision. The pupil will be placed on the School's SEND register with a 'K' code (meaning 'SEN Support') and support will be delivered through the graduated approach and its cycles of 'Assess – Plan – Do – Review'. Provision at this level may include the involvement of external specialist services if it has been determined that the pupil's needs cannot be met with in-house expertise. A variety of support can be offered by these services, such as advice to the School about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The SENCo will inform parents/carers of such interventions and of the progress made. Provision for these pupils is funded through the school's notional SEND budget.

6.7 Statutory assessment

For a child who is not making adequate progress, despite a period of support on SEN Support, and in agreement with the parents/carers, the School may request the local authority (LA) to make a statutory assessment in order to determine whether it is necessary for the pupil to receive an Education, Health and Care Plan (EHCP). The School is required to submit evidence to the LA. The LA will then make a judgment about whether the child's needs can continue to be met from the resources normally available to the School. This judgment will be made using the LA's current criteria for making a statutory assessment.

6.8 Education, Health and Care Plans (EHCP)

Pupils whom the local authority deem to need more support than is available through the School's school-based SEND provision may be entitled to an EHCP. A child who has an EHCP will continue to have the arrangements as for SEN Support, as well as additional support that is provided using the additional funds that may be made available through the EHCP. The EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought. The pupil will be placed on the School's SEND register with an "E" code (meaning 'EHCP'). There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Interim reviews will also be carried out when necessary. Interim or early reviews are called where the School identifies a pupil who is at serious risk of disaffection or exclusion, and it is suspected that the existing provision may no longer be appropriate.

6.9 For pupils who are placed on SEN Support or who have an EHCP, their name and needs will be recorded on the School's SEND register and the School will contact parents/carers to inform them of the proposed support and to give them an opportunity to express their opinions and wishes.

6.10 Wherever possible, secondary SENCos will attend Year 6 annual reviews of pupils' EHCPs that name the School. SEND staff also liaise with feeder academies/schools/nurseries in the summer term to identify and plan to support children with known SEND who will be joining the School.

7 Admission arrangements for pupils with SEND

7.1 Please see the School's general admission arrangements for information. Pupils with SEND are considered for admission to each School on exactly the same basis as for pupils without SEND.

7.2 All schools, **must not** discriminate against disabled pupils or prospective pupils on the grounds of disability and **must** admit them. All schools when they have reached their admission limit can admit pupils according to criteria, but such criteria **must not** discriminate on the grounds of disability.

7.3 All schools **must not** discriminate against a disabled child:

- in the arrangements they make for determining pupil admission;
- in the terms on which they offer to admit a disabled child to the School;
- by refusing or deliberately omitting to accept an application for admission.

7.4 The School **must** make clear:

- arrangements for the admission of pupils with disabilities;
- details of steps being taken to prevent disabled pupils being treated less favourably than other pupils;
- details of existing facilities to assist access to the School by pupils with disabilities.

7.5 All schools **must** admit pupils with SEND who do not have an EHCP. They should admit pupils with already identified SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND who do not have an EHCP **must** be treated as fairly as all other applicants for admission.

7.6 All schools **must not** refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEND. They also **must not** refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEND.

7.7 For pupils with an EHCP, once the School is named in the EHCP they **must** admit the child. If any school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However, the LA may disagree with the School's arguments.

8 Monitoring, evaluation and review

8.1 The School evaluates the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress;
- reviewing the impact of interventions and support as part of the graduated approach;
- ongoing monitoring by the SENCo;
- considering feedback from pupil and parent/carers voice;
- engaging in Trust governance quality assurance processes, including biannual Disadvantaged Committee Meetings;
- holding Annual Reviews for pupils with EHCPs.

8.2 The success of the education which is provided for pupils with SEND is evaluated through:

- the School Improvement Plan;
- the Trust governance quality assurance processes that are in place;
- provision mapping (audit of need and planning for support);
- biannual Disadvantaged Committee Meetings;
- annual review of SEND policy;
- School assessment and examination targets and results.

8.3 In addition the work of the SENCo is monitored through:

- consideration of Principal reports that reflect the activities of the SENCo;
- consideration of reports and updates from the Director of Inclusion and Trust SEND Lead SEND and via the Education Performance Committee.

9 Complaints

Regular communication between the School and home ensures that concerns are promptly acted on. Where this has not happened and a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If this fails to resolve the issues, a complaint can be made to the Principal, or finally the Governing Body. Our Complaints Procedure sets out the steps for making a complaint in more detail and can be found on the School's website.

10 References

SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEN and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/enacted>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>