



Special Educational Needs and Disabilities (SEND) Policy

Blessed Edward Bamber Catholic Multi Academy Trust

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John 10:10

‘I have come so that you may have life and have it to the full’

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1.1	N. Cassidy	15.06.26	Included information on Specialist and support bases

This is a Trust-Wide Policy which applies to all
academies within the Trust

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As a Catholic Multi Academy Trust, we value all pupils and celebrate diversity of experiences, interests and achievements across all our schools. We believe in the transformative power of education that reflects the teachings of Jesus Christ based on the words of John 10:10, where Jesus says,

"I came so that they might have life and have it to the full."

We believe that all pupils need to experience praise, recognition and success. As a family of schools, we will provide high quality education for all our pupils and do everything we can do to meet the needs of pupils with SEND (Special Educational Needs and/or Disabilities).

Introduction and Purpose

At Blessed Edward Bamber Catholic Multi Academy Trust, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students, whatever their needs or abilities. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Students with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything 'that is additional to or different from what is normally available'. SEN Code of Practice, 2014.

- This Policy sets out our Trust-wide vision and principles for pupils with SEND and our high expectations for all our schools and partners. These expectations will ensure that we are compliant with both the letter and spirit of the SEND reforms and serve to improve outcomes for young people who have special educational needs and/or disabilities.
- All Blessed Edward Bamber Catholic Multi Academy Trust Schools publish their own SEND Information Report outlining further details regarding their SEND Provision, this can be found on each school's website.

This Policy operates in conjunction with the following for each school:

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Policy

The Trust aims to:

- Eliminate discrimination
- Promote equal opportunities and access to high quality teaching
- Foster good relationships between pupils with SEND and pupils without SEND
- Work with parents and carers to achieve the best possible outcomes for children and young people with SEND.

As a Trust, we will support our schools within the following principles:

- The identification of children's and young people's needs
- Provision of high-quality to meet the needs of children and young people with SEND
- The involvement of children, parents and young people in decision-making
- Collaboration between education, health and social care services to provide support
- Provision of greater choice and control for young people and parents over the support that they receive
- Successful preparation for adulthood, including independent living and employment

Legislation and Guidance

This policy is compliant with the following legislation and Guidance:

- The DfE Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

Definitions

The SEND Code of Practice states that a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by their peers of the same age in a mainstream school or mainstream post-16 college

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

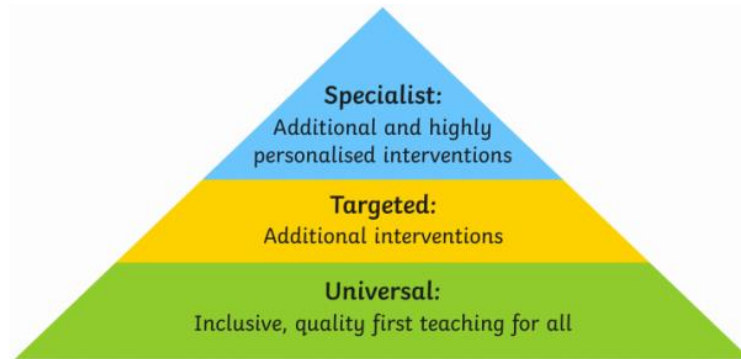
As a Trust, we will review how well equipped our schools are to support children and young people with the following as identified in the Code of Practice. The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Children and young people may have needs in more than one of these areas.

Levels of Provision

As a Trust, we acknowledge three levels of provision:



Universal Provision- A whole school ethos, culture and values underpinned by High Quality teaching and learning that is adapted to meet the individual needs of children and young people, including those with and without SEND.

Targeted Provision- Educational provision that is additional to and different from the Universal provision. Typically, this provision is provided for those learners with SEN support needs.

Specialist Provision- Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP).

Specialist bases - A number of schools within the Trust work collaboratively with the Local Authority to operate SEND bases for children with an Education, Health and Care Plan (EHCP) who require specialist provision. Schools are accountable to the Local Authority for reporting on the quality of provision, the support offered, and the progress and outcomes achieved for pupils attending these bases.

Identification and Assessment

Our schools are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice, 2014.

- Evidence is gathered for any concerns from the teachers, learning support assistants, parents and the pupil themselves. This takes many forms including our assessment and monitoring data, observations and parent/student views
- Students are then placed on the school's register of SEND for one or more of the following reasons
 - If the pupil is not making expected progress despite intervention
 - A pupil makes expected progress due to additional support or curriculum changes which would need to be ongoing
 - When a concern is raised by analysis of assessment data
 - If the pupil has a diagnosis of a specific condition or need requiring ongoing awareness and support

- If a pupil requires any costed support in excess of that which is ordinarily available in schools and this support will be required to be ongoing for a prolonged period in order for the learner to make progress.

All schools hold a SEND Register which is made available to all staff electronically, to ensure they are able meet the needs of our pupils. Some pupil's names may be included if they are being monitored.

Once a special educational need is identified and the pupil is placed on the SEND register, actions are taken to put effective support in place. This is known as the Assess, Plan, Do, Review cycle. The information gathered in the APDR cycle is reviewed regularly to inform support and planning for individual pupil.

When a pupil with SEND joins mid-way through the year, the school will contact the last school attended to collate information on the specific needs of the. Schools will collaborate with all the relevant outside agencies and parents, to ensure that a full picture of need is established. Our schools work closely with the Local Authority to allow a strategic approach to admissions for pupils with SEND. All this ensures that we have the right information so that the best possible provision, intervention and support can be put in place as early as possible.

If a pupil has an Education, Health and Care Plan (EHCP) the Local Authority will consult with the school to establish if they can meet the needs set out in section F (Special Educational Provision) of the EHCP. Where a pupil's needs extend beyond what can be met through reasonable adjustments, and require specialist training, resources, or provision, the school will work in close collaboration with the Trust SEND Lead and the Local Authority. Together, we will ensure that appropriate support is identified and implemented to secure the best possible outcomes for the pupil. The Local Authority is responsible for providing alternative education.

In response to the increasing complexity and level of need within schools, some have established internal Support bases to support pupils who find it challenging to access the mainstream classroom on a full-time basis. These provisions enable schools to deliver a personalised curriculum tailored to individual needs. Schools are responsible for working closely with families and external professionals to identify, understand and support each child's needs, ensuring that appropriate interventions and provision are in place to promote positive outcomes.

Roles and Responsibilities

Within each of our schools the Headteacher has overall responsibility for SEND provision. Through the Trust scheme of delegation, the Directors have delegated responsibility to the Local Governing Body (LGB) in each school.

The Board of Directors will:

- Ensure that provision for children and young people with SEND is an integral part of the Trust's Improvement Plan
- Have regard for the requirements of the SEND Code of Practice 2014
- Identify a member of the Board to be responsible for oversight of the SEND provision across the Trust
- Be fully informed about SEND issues, challenges and effective practice
- Ensure that the quality of SEND provision is regularly monitored

- Have an overview of staffing and funding arrangements and of the Trust's provision for children and young people with SEND.

The Trust SEND Lead will:

- Develop a strategic overview of provision for SEND
- Provide vision and direction for the development of SEND across the Trust, ensuring they align with national and local policies and meet the needs of pupils with SEND
- Support our schools with the implementation of local and national changes
- Work closely with schools, local authorities and external agencies where appropriate to help coordinate support and ensure schools offer inclusive educational environments
- Offer support, guidance and coaching as and when required to all school SENDCo's
- Oversee compliance with statutory SEND requirements, including the Children and Families Act 2014, and ensuring all services adhere to the SEND Code of Practice
- Support SENDCo's with managing resources and ensure they are allocated efficiently to support pupils with SEND
- Analyse patterns and distribution of SEND need across all schools via the Trust SEN register
- Review exclusions to ensure we are in line with the Code of Practice
- Provide support pre- and post-Ofsted inspections.
- Liaise with the Local authority to review the Specialist Bases

The Trust SENCo will:

- Be the named SENCo for schools that do not have a named SENCo
- Offer a higher level of support for SENDCo's new to post
- Support the Trust SEND Lead in delivering CPD across the Trust
- Deliver training to ECTs around SEND related matters

Local Governing Bodies will:

- Ensure that provision for children and young people with SEND is an integral part of the school's Improvement Plan
- Have regard for the requirements of the SEND Code of Practice 2014
- Identify a member of the Local Governing Body to be responsible for SEND provision in the school
- Be fully informed about SEND issues, challenges and effective practice
- Ensure that the quality of SEND provision is regularly monitored
- Have appropriate staffing and funding arrangements to be able to oversee the school's provision for children and young people with SEND.

Headteachers will:

- Ensure an appropriately qualified member of staff is the designated SENDCO within their school
- Enable the SENDCO to work strategically within their school to ensure the best possible education for learners with SEND

- Work with members of the Senior Leadership Team on the deployment of the school's SEN notional budget, high needs top up funding and other resources, to meet a pupil's needs effectively
- Work in collaboration with the designated Governor for SEND within the Local Governing Body, to ensure their school SEND Policy is fully implemented and that the LGB has a robust understanding of all SEND work and impact for pupils within the school

Each school SENDCo will:

- Attend the half-termly SEND Network meetings with other schools in the Trust;
- Co-ordinate the day to day SEND provision in the school;
- Consult and liaise with staff, parents and carers, the Trust, external agencies and appropriate professionals to review support for those with SEND;
- Ensure that support is co-ordinated and targeted appropriately and that all are informed and updated about those children and young people who are on the SEN register;
- Produce an annual SEND report to the LGB which is then published on the school website and is available for parents and carers in line with the guidance set out in the SEN Code of Practice.

Each Teacher will provide high quality teaching with the following characteristics:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Partnership with Parents

We strive to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for their child. Parents have an important role in supporting their child at home and building these relationships is of high priority.

Behaviour and Exclusions

All schools should ensure that behaviour policies are fully inclusive, and that the needs of pupils with SEND are specifically considered during the development, implementation and evaluation of policy. The engagement of pupils with SEND with the school's behaviour policy must be carefully monitored, and where necessary, policy changes made or individual intervention/support provided.

All schools must engage with the Trust; local authority and other relevant agencies as soon as a pupil with SEND becomes at risk of exclusion. The potential impact of exclusion on a pupil with SEND must be carefully considered before the sanction is used. If it is necessary to exclude a pupil with SEND, the school must liaise with all appropriate support agencies that are connected with the pupil and his/her family to ensure that welfare needs are met during the exclusion.

Collaborative working across the Trust

The SEND Network Group consists of a named SENDCo from each of the schools within the Trust. As a family of schools, who communicate with each other and work together, we can achieve more than any one school could achieve on its own. The group meets half termly to share and develop policy and practice and to find solutions and answers.

Through the network, the Trust will endeavour to:

- Facilitate CPD for SENDCos, Governors, Teachers, Support staff
- Provide support for schools in need
- Work together to find solutions to challenging situations
- Monitor and evaluate the provision for children and young people with SEND across the Trust through annual SEND reviews
- Identify common barriers to learning across the Trust
- Identify best practise and recommend appropriate intervention strategies

Terminology

SEND is an acronym for Special Educational Needs and/or Disabilities.

SENDCO is an acronym for the Special Educational Needs and/or Disabilities Coordinator who is the leader within a school responsible for SEND provision. By law, the SENDCO must be a qualified teacher.

Education, Health and Care plan (EHC plan) details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability and has been awarded a 'statutory assessment'. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Early identification of SEND is a key principle of the SEND Code of Practice 2014. Schools should have systems and processes in place, in collaboration with their local area, to ensure that pupils who have SEND are identified as quickly as possible.

Special educational provision is provision that is different from or additional to that normally available to children of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Support Base is a provision that provides structured targeted support and early intervention within a mainstream school setting. It offers a flexible, low-stimulation environment separate from the main classroom, where pupils can access small-group learning, sensory regulation opportunities, and short-term targeted interventions. The provision is designed to support individual needs while promoting successful engagement in mainstream education.

Specialist Base is a provision that provides Targeted Plus Support for pupils who require more intensive and specialised intervention within a mainstream school setting. It offers a highly supportive environment where students can access adapted curricula, personalised learning programmes, and, where required, personal care. The provision also facilitates on-site input from external professionals, such as Speech and Language Therapists and Educational Psychologists, enabling the delivery of specialised assessments, therapeutic interventions, and targeted support tailored to individual needs. The specialist base is monitored by the Local Authority.

Inclusion is the principle that children with Special Educational Needs and/or a Disability have the right to be educated alongside other children from their community.

Annual review is the review of an EHC plan which the local authority must make as a minimum every 12 months.

Local Offer - Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have

Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Local Authority is a local government body that is officially responsible for all the public services and facilities in a particular area. For example, Lancashire County Council or Blackpool Council.