



SEND STATEMENT OF INTENT

Blessed Edward Bamber Catholic Multi Academy Trust

VERSION: 3.1
ADOPTED: SUMMER TERM 26
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John 10:10

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

Version Control

Date of last review	Summer 2026
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Policy Status	Trust wide
Owner	CEO
Approver	CEO (Approved by QofE Committee June 26)
Version	3.1

Previous versions

Version	Author	Date	Changes
1.1			No changes
2.1			No changes

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

Special Educational Needs and/or Disabilities (SEND) Statement of Intent

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 and that pupils with SEND have an equal entitlement to this. 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.

This statement of intent has been written with reference to the following guidance and documentation:

- SEND code of practice June 2014 – Updated April 2020;
- The Equality Act 2010;
- Children and Families Act 2014;
- The local offers for Blackpool Local Authority and Lancashire County Council;
- Individual school SEND policies and reports, these can be found on school websites

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 will work with our family of schools within the following principles:

- To develop a Trust where every teacher is a teacher of SEND and that every school leader is a leader of SEND
- To develop a collaborative framework to provide inclusive practice across BEBCMAT and to plan Trust wide improvement of the provision for all children with SEND
- To ensure that there is accurate, and consistent, identification of need so that resources can be mapped, and provision planned for learners with SEND for greatest impact. 'Special Educational provision is underpinned by high quality teaching and is compromised by anything less', SEND Code of Practice 2014 (updated Sept 2024). The involvement of children, parents and young people in decision-making;
- To ensure a child centered and coordinated approach is in place across Trust schools that meet individual needs.
- To ensure all teachers are provided with relevant, quality CPD, to support and drive improvement.
- To ensure every Trust school has a Special Educational Needs Co-Ordinator with the relevant qualifications to fulfil the role.

- To provide information and training for SEND link Governors enable them to appropriately challenge and support.
- To ensure a graduated approach is embedded and that all schools follow a 'plan, do, review' approach.
- To ensure SEND provision reflects current SEND Policy, reflecting and embedding latest research and evidenced based practice.
- To create a culture and ethos that actively welcomes and engages parents and carers of learners with SEND.
- To develop effective partnerships with parents/carers and the wider community.

Definitions

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.

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

Collaborative working

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;
- Support our schools with the implementation of local and national changes;
- Support SENDCos new to post;
- 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;
- Develop a strategic overview of provision for SEND;
- Provide support pre and post Ofsted inspections.

This statement of intent operates in conjunction with the following for each school

- SEND Policy;
- SEND Report;
- Accessibility Plan;
- Equal Opportunities Policy;
- Safeguarding Policy;
- Behaviour Policy.

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 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 appropriate staffing and funding arrangements to be able to oversee the Trust's provision for children and young people 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.

Each school will:

- Appoint a named person as the Special Educational Needs and Disabilities Co-ordinator (SENDCo). They will have, or be working towards, a recognised NASDEN qualification;
- Identify a named Governor for SEND who will meet regularly with the SENDCo.

Each 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.