ENDEAVOUR
LEARNING TRUST

SEND POLICY

2025 - 2027



Approved: 02nd April 2025

1. Aims

At Endeavour Learning Trust we believe that high quality teaching is the foundation for good progress for all pupils, including all those with SEND. Our practice supports our view that pupils with a SEND need perform best when they receive high quality teaching and support from their teachers. All of our schools share a common belief that every person deserves to be treated with respect, dignity and kindness and our approach ensures everyone feels valued and supported. The idea of equal opportunity, social inclusion and the right of access to the curriculum for all students underpins our educational practices. Our aim is to ensure that all students get maximum benefits from their education.

At Endeavour Learning Trust we are committed to overcoming all barriers to learning, to ensure each student is able to meet their potential. We expect all staff to offer an inclusive classroom environment and recognise the strengths of all students.

This policy highlights the principles and procedures for the education of students with special educational needs. Provision for students with special educational needs is based on the SEND Code of Practice: 0 to 25 years, 2014 and will involve all members of staff.
This policy complies with the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher Standards 2012
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014 Partnership with parents /carers plays a key role in enabling children and young people with SEND to achieve their potential.

Endeavour Learning Trust recognises that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
All parents and carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Students often have good insight and knowledge of their own needs and how these needs can best be met in school. Their views about what sort of support would enable them to make the most of their education will be ascertained.
They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs and subsequent reviews.
The SEND policy will be regularly updated to reflect all statutory changes and ensure the SEND Code of Practice is adhered to. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.1 Each school within Endeavour Learning Trust shall ensure that:

- the special educational needs of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;

- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;

- it has a Special Educational Needs & Disability Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEN information held in respect of an individual student and co-ordinate

support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and

- children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

1.2 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2. Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

2.4 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	AREA OF NEED
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

3. Roles and responsibilities

3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by The Trust's SEND lead and the SENDCOs at the individual schools.

- The Trust Board will appoint a link member with responsibility for SEN. The SEN member will consider SEN issues at Trust level and seek feedback from the Local Academy Boards as appropriate; monitor the quality and effectiveness of SEN provision across the Trust and work with designated senior leaders to develop the SEN policy and provision.

- The Head Teacher will work with the SENDCO and SEN Trustee to develop the SEN policy and provision within the Trust. The Headteacher has overall responsibility for the provision and progress of learners with SEND.

- The SENDCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2014.

- Class teachers are responsible for the progress and development of every student in their class and will work with the SENDCO and Teaching Assistants to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.

3.2 The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEN students will be able to discuss the needs of their child with their child's form tutor, Head of Year or the SENDCO.

4. Identification and Assessment of SEN

4.1 Pupils are usually identified initially as having SEND through liaison with feeder settings, including both early years providers and primary schools. Information shared during transition will be used by the SENCO to ensure that any identified needs, support strategies, and provision are understood and appropriately continued in both the primary and secondary phases, enabling a smooth transition and continuity of support.

4.2 On entry students are assessed and this data is then analysed by the SENDCO and school leaders to identify any potential areas of need. Students are only added to the SEN Record in line with the Code of Practice guidance for SEN should they have an identified area of need. When identifying SEN, individual schools (academies) will be aware of, and has regard for the following;

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN
- Slow progress and low attainment do not necessarily mean that a child has SEN
- Attainment in line with chronological age means that there is no learning difficulty or disability

Difficulties related soley to limitations in English as an additional language are not SEN.

(SEND Code of Practice 0-25 2014)

4.3 If students do not make adequate progress as a result of quality first teaching, adapted for individual students then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

4.4 The assessments taken by students upon ensure that we can identify the level of support required in the classroom and the appropriate interventions to support progress across the curriculum.

4.5 Ongoing identification is also completed alongside the school's reporting process as data is collected and analysed in all subject areas by school leaders. If a student has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal adapted programme of study, then the class teacher will work with the student setting clear targets and providing greater adaptation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. If appropriate a pupil passport will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.

4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

4.8 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.9 If there are no concerns regarding the students' academic progress then the academy will ensure appropriate adaptation continues in the classroom and interventions are put in place if appropriate.

4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

4.11 All staff teaching students on the SEN register will be made aware of the individual needs. Subject Leaders and the Special Needs team will help teachers when required to develop techniques to support adaptation and ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 Reviewing

5.1 All students, regardless of needs, are set targets. Data collated during the reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using individual Provision Maps and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCO may refer to a specialist service such as an Educational Psychologist.

5.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements. All external professionals will be invited to attend to support the yearly review.

5.3 If, as a result of appropriate progress, a student is removed from the SEN register the student will continue to be monitored through the school's structured reporting programme.

Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Accessibility Plan
- Local Offer