



Grove
Learning Trust

Creating Remarkable Futures

Special Educational Needs and Disability Policy

Owner: Central Education Team

Author: Bex Goodman Curriculum and Professional Development Lead

Working party: SENCOs

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Version Control

Version	Date	Status	Author (AU) / Approver (AP)
Draft 01	19/11/2024	Completion of first draft – new centralised policy (previously written by individual schools)	AW (AU)
Final – A		Signed off by Standards & Performance Committee of Trust Board	S&P (AP)
	5/11/25	Working party reviewed previous years' policy Alignment of SEND acronym Review of role of headteacher and SENCO Reworking of some aspects to give better clarity	BG (AU)

Vision & Values

As one organisation, our vision for Grove Learning Trust is unapologetically bold. We are all about **creating remarkable futures**. For our children, our people, our places of work, we want the very best. We know that strong connections will enable us to achieve our vision, in a world where purposeful collaboration, based on mutual respect and trust, helps us to achieve more together.

Trust >> Connect >> Collaborate

Our policies underpin our vision and set out clearly our expectations of each other.

About this policy

- **Purpose** of the policy - why the policy exists and what it aims to achieve for GLT and employees
- **Scope** – who does the policy apply to and the specific areas of work the policy covers
- **Who is responsible** for the policy – include who employees can direct any questions to, and if applicable outline any appeals processes
- **Regulatory compliance / legislation** – include any legal and regulatory requirements that must be met
- **Related policies** – reference any related policies / those to be read in conjunction with

1. Aims and Objectives

This SEND policy sets out our approach to SEND across Grove Learning Trust. To find out exactly how this policy is implemented in each of our academies, see the SEND information report on the academy's website.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our trust will, across all of our schools:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At all the schools in Grove Learning Trust, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating remarkable futures through an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Vision & Strategy - Grove Learning Trust

3. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The Governance Handbook, which sets out governors' and trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

4. Inclusion and Equal Opportunities

In Grove Learning Trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 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.

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

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.
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders that impact on their education. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 The SENCO

The SENCO of each school in the trust will:

- Ensure that parents are informed that their child may have SEN and then liaise with teachers about the pupil's needs and any provision made
- Work with the headteacher and central education team 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- 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 (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher and academy committee of governors to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report

- With the headteacher, and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

6.2 Board of Trustees

The board of trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee of the board, the academy committees of each school or a member of the trust's executive team.

See our [scheme of delegation](#) for further details.

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor from each Academy Committee

The SEN link governor from each academy committee will:

- Help to raise awareness of SEND issues at academy committee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the academy committee on this work
- Work with the headteacher and SENCO to determine the strategic development of the SEND provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor from the academy committee to determine the strategic development of SEND provision within the school
- Work with the SENCO and SEND link governor from the academy committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties and has met the statutory qualification requirements
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Ensure the LA are advised when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Make sure that pupils with SEND have equal access to the activities of the school alongside pupils who don't have SEND
- Ensure statutory communication including consults are completed within legal timeframes
- Make sure that arrangements are in place in schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Have oversight of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in a SEND information report
- Ensure accessibility plans are written and published on school website.

6.5 Class Teacher

Each class teacher is responsible for:

- Identifying progress or functioning that is atypical within their class and responding to these
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- 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 consider 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 and the SEND information report
- Document and review pupils' provision in relation to SEND using school procedures at least 3 times a year.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to review the provision and targets that are in place for their child three times a year
- asked to provide information about the impact of SEND support outside school and any changes in their child's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for their child
- given an annual report on their child's progress

The school will take into account the views of the parent or carer in any decisions made about their child.

6.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

Every school in Grove Learning Trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any significant changes to the information it contains.

Please review the school website or contact the school directly for further information regarding SEN information reports. Details available in [section 15](#) of this policy.

8. Our Approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and key stages / milestones, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify when

- progress is significantly slower than that of their peers starting from the same baseline
- progress doesn't match or better their previous rate of progress
- the attainment gap between them and their peers has not closed or has widened
- children's functioning is providing challenges towards achieving their potential
- children's behaviour is affecting the learning of others

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of challenge with adapted high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed.

If a pupil is new to the school, the school will endeavour to gather the relevant information before the pupil starts in order to get supporting for place as early as possible. This information may include if:

- their previous setting identified that they had SEND
- they are known to external agencies
- they have an education, health and care plan (EHCP)
- they have medical needs that may impact on their access to education

8.2 Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- any concerns the parents have are taken into account
- everyone understands the agreed outcomes being sought for the child
- everyone is clear on what the next steps are

Our schools will notify parents when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. Plan

Following initial discussions, adjustments, interventions and support will be put into place. There will be clear expected outcomes and date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the schools' systems and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants, support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and challenges, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact of the support and interventions. This evaluation will be may be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents as required.

8.4 Levels of support

School-based SEND support

Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may require an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

It is the responsibility of the local authority to fund the provision specified in Section F of a pupil's EHC plan (through notional funds and high needs funding block).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- tracking pupils' progress
- carrying out the review stage of the graduated approach in every cycle of SEND support
- using pupil questionnaires (where appropriate)
- monitoring by the SENCO and wider leadership team
- holding annual reviews for pupils with EHC plans
- getting feedback from the pupil and their parents

9. Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor this to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training related to SEND is included in the headteacher's report to the academy committee.

10. Links with External Professional Agencies

Whenever necessary our schools will work with external support services such as:

- speech and language therapists
- specialist teachers or support services
- educational psychologists
- occupational therapists or physiotherapists
- general practitioners or paediatricians
- school nurses
- child and adolescent mental health services (CAMHS)
- education welfare officers
- social services

11. Admission and Accessibility Arrangements

11.1 Admission arrangements

Please refer to our admissions policy for the latest information regarding our admissions arrangements for pupils with SEND: [Policy Directory - Grove Learning Trust](#)

11.2 Accessibility arrangements

Grove Learning Trust schools manage their own accessibility arrangements as each of our school environments is unique.

Please review the school website or contact the school directly for further information regarding accessibility arrangements. Details available in [section 15](#) of this policy.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made in line with our trust complaints policy: [Policy Directory - Grove Learning Trust](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. Please refer to the above complaints policy. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please refer to the local offer page from Swindon Borough Council: [Disagreement resolution, mediation and tribunal | Swindon Borough Council](#)

13. Monitoring and Evaluation Arrangements

13.1 Evaluating the effectiveness of the policy

Our SEND policy is reviewed annually. We will evaluate how effective our SEND provision is with regards to:

- all staff's understanding of how to support pupils with SEND
- how early pupils are identified as having SEND
- pupils' progress and attainment once they have been identified as having SEND
- whether pupils with SEND feel safe, valued and included in the school community
- comments and feedback from pupils and their parents
- Ofsted judgments in regard to Inclusion

13.2 Monitoring the policy

This policy will be reviewed by the Central Education Team, on behalf of the board of trustees on an annual basis. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be shared for approval by the standards, performance and culture committee of the board of trustees every year.

14. Links with other Policies and Documents

This policy links to the following documents:

- SEN information report (see school websites)

- the Swindon local offer [SEND Local Offer | Swindon Borough Council](#)
- accessibility plan (available from each school)
- behaviour policy (see school websites)
- equality information and objectives [Policy Directory - Grove Learning Trust](#)
- supporting pupils with medical conditions policy (see school websites)
- attendance policy [Policy Directory - Grove Learning Trust](#)
- safeguarding / child protection policy (see school websites)
- complaints policy [Policy Directory - Grove Learning Trust](#)

15. Links to Grove Learning Trust Websites

- Grove Learning Trust
[Grove Learning Trust](#)
- Eastrop Infant School
[Eastrop Infant School - Home](#)
Tel: 01793 763772
- Southfield Junior School
[Southfield Junior School - Home](#)
Tel: 01793 762210
- Wroughton Infant School
[Wroughton Infant School - Home](#)
Tel: 01793 812340
- Wroughton Junior School
[Wroughton Junior School - Home](#)
Tel: 01793 812339
- Oakhurst Community Primary School
[Oakhurst Community Primary School - Home](#)
Tel: 01793 734754
- Millbrook Primary School
[Millbrook Primary](#)
Tel: 01793 872800
- Shaw Ridge Primary School

Shaw Ridge Primary School

Tel: 01793 871601

- Peatmoor Community Primary School
Peatmoor Community Primary School - Home
Tel: 01793 887473
- Haydonleigh Primary School
Home | Haydonleigh Primary School
Tel: 01793 700443

