Spa Education Trust SEN Policy

Approved by:	Steph Lea	**Date:** September 25
Last reviewed on:	October 2026	
Next review due by:	October 2027	

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This SEN policy sets out our approach to SEN across Spa Education Trust. To find out exactly how this policy is implemented in each of our academies, see the SEN information report on the school website.

1. Aims and objectives

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
    - support and make provision for all our pupils
    - Provide all pupils with access to all aspects of school life
    - Support all pupils to fulfil their aspirations and achieve their best
    - Support all pupils to become confident individuals living fulfilling lives
    - Support all pupils to make a successful transition into adulthood
    - Communicate with pupils and their families and involve them in discussions and decisions about support and provision l
- Explain the roles and responsibilities of everyone involved in providing for our pupils
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Spa Education Trust provides excellent education and opportunities for autistic pupils.

Our pupils:

- Are happy, safe and healthy
- Develop their independence and communication while learning and achieving
- Are ready for the future.

At Spa, we provide for the education, support and guidance of all our students according to their individual needs.

At all the schools in our 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 an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on 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 academy trust governance guide which sets out 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

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

In our 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 or training 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.

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 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.

6. Roles and responsibilities

6.1 The SENCO and SMT

The SENCO and SMT of each school in the trust will:

- Liaise with families sharing information about the pupil's needs and any provision made

- Work with the Headteacher / Head of School 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 SEN, 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 SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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
- Liaise with potential next providers of education to make sure that the pupil and their families 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 SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the Headteacher / Head of School 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 / Head of School to identify specific training needs for the school and incorporate this into the school's plan for continuous professional development
- With the Headteacher / Head of School, 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 SEN information report and any updates to this policy

6.2 Board of trustees

Trustees are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- 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
- Inform parents/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our 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/carers on their child's progress
- Record accurately and keep up to date records 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 an SEN information report
- 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 our 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
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The Headteacher / Head of School

The Headteacher / Head of School will:

- Work with the Executive Headteacher / Head of School to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and SMT 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 the school, and their progress
- Work with the Executive Headteacher / Head of School to monitor the school's 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
- Have an overview of the needs of the current cohort of pupils
- Advise the LA when an EHC plan needs an early review
- 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

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated 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
- Reviewing each pupil's progress and development
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with families regularly to:
    - Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
    - Listen to the families concerns and agree their aspirations for the pupil

6.5 Families

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

Families will always be given the opportunity to provide information and express their views about the pupil's needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the families in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their needs 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. All pupils will be provided with appropriate communication strategies and support in order to share their views.

7. SEN information report

Every school in the 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 changes to the information it contains.

8. Our approach to SEND support

8.1 Consulting and involving pupils and families

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

All conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the families
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

8.5 Evaluating the effectiveness of SEN provision

Evaluating the effectiveness of the SEN provision

Pupil progress is constantly monitored.

Progress data is reviewed every half term by senior leaders and on an annual basis when reporting to Trustees.

Pupils at risk of not making expected progress are identified each half term and a range of interventions are implemented and monitored to see if they are effective.

Interventions may include: the use of technology to support pupil engagement, additional time or changing timing for core subjects, use of specific interventions to support literacy and numeracy skills, adapting the class or working environment, increasing sensory diet strategies, reviewing the communication support in place.

Progress towards EHC Outcomes is reviewed on a termly basis by the SMT and on an annual basis at the pupil Annual Review. As part of that meeting, progress is judged as expected, below or above expected and actions and recommendations are generated.

The Senior Management Team regularly review behaviour data across the school and support specific families and pupils as required.

Staff, pupil and family surveys are conducted annually and actions and recommendations are collected and shared.

The School Development Plan captures these priorities and is reviewed on a regular basis.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

11. Expertise and training of staff

All staff are trained so that they are aware of the best way to present the curriculum, to deal with anxieties, support behaviour and provide a calm and low arousal environment.

Staff training is provided to develop the most effective approaches to support all students' needs. As well as a 6 week induction process, all teachers attend weekly teacher development sessions and teaching assistants have regular training sessions. Training focuses on a range of strategies including supporting communication needs, implementing autism specific strategies to develop independence and implementing sensory diets as well as ways to support pupils with emotional regulation.

Many autistic pupils can experience behaviours of distress. All staff receive training in positive behaviour support as well as certified training de-escalation and safe physical interventions. Wellbeing Plans are used for pupils who need them. When required pupils may also have an Individual Risk Assessment to maintain safety.

12. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil. 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
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Details of our admissions arrangements can be found in our admissions policy. All pupils have an EHCP and an autism diagnosis.

13.2 Accessibility arrangements

- All school in the trust are accessible. The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities you provide to help disabled pupils access your schools, including the provision of auxiliary aids and services
    - Each school has an Accessibility plan which can be found on our website.

14. Complaints about SEND provision

Where families have concerns about the provision at a school in our trust, they should first raise their concerns informally with a member of the SMT or the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, families are welcome to submit their complaint formally.

All Formal complaints should be made to the Headteacher / Head of School in the first instance. They will be handled in line with the trust's complaints policy which can be found on our website.

If the family is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to develop our practice. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our provision is with regards to:

- All staff's understanding of best practice for autism education through ongoing school improvement strategies and our staff development programme
- Pupils' progress monitoring
- Pupil, Family and Staff surveys
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by Steph Lea **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

16. Links with other policies and documents

This policy links to the following documents :

- SEN information report

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy