

Diocese of Ely

Agapé Courage Thankfulness



Special Educational Needs and Disabilities (SEND) Policy

DOCUMENT CONTROL

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Summary of Changes: ACT Trust SEND Policy 2025

This 2025 version of the ACT Trust SEND Policy includes the following key updates and enhancements from the 2024 policy:

- **Expanded Definitions and Scope:**
Greater clarity on the definitions of SEND, Disability, and the inclusion of learners with English as an Additional Language (EAL) and from Minority Ethnic Groups (MEG).
- **Enhanced Focus on Inclusion and Intersectionality:**
New sections emphasise the Trust's commitment to equity, diversity, and addressing all forms of disadvantage, including EAL, MEG, Pupil Premium, Looked After Children, and LGBTQ+ pupils.



- **Stakeholder Engagement:**
Introduction of structured processes for gathering and integrating feedback from pupils, parents, and stakeholders including SEND Governors to inform SEND provision and school improvement.
- **Strengthened Roles and Responsibilities:**
Clearer articulation of the hierarchy and responsibilities of the CEO, SEND Trustee, Director of Inclusion, SENDCos, Headteachers, Governors, and all staff.
- **Detailed Graduated Approach:**
Further detail on the Assess, Plan, Do, Review (APDR) cycle and the use of Individual Support Plans (ISPs) to monitor and refine SEND provision.
- **Monitoring and Impact:**
New content on provision mapping, termly reviews, and evidence-based evaluation of SEND strategies and outcomes.
- **Professional Development:**
Enhanced commitment to regular staff training, SEND audits, and continuous professional development tailored to current needs and legislative updates.
- **External Agency Collaboration and Transition Arrangements:**
Expanded guidance on working with external professionals and ensuring robust transition support for SEND pupils.
- **Accessibility:**
Reinforced requirements for each school to maintain and review Accessibility Plans in line with statutory duties.

Changes Made in Light of the New Ofsted Framework

In response to the latest Ofsted framework, the 2025 SEND Policy has been updated to ensure full alignment with Ofsted's expectations for inclusive practice, curriculum intent, implementation, and impact. Key changes include:

- **Curriculum Intent and Ambition:**
The policy now explicitly states the Trust's ambition for all pupils, including those with SEND, to access a broad and balanced curriculum. There is a strengthened focus on high aspirations, removing barriers to learning, and ensuring that curriculum planning is inclusive by design.
- **Implementation and Quality of Education:**
The policy details how high-quality teaching is the first response to meeting SEND needs, with the ACT FRAME, which is a shared professional framework for excellent teaching and includes the Ordinarily Available Inclusive Provision (OAIP) embedded as standard practice. There is greater emphasis on adaptive teaching, scaffolding, and proactive planning to ensure all pupils can access ambitious content.
- **Assessment and Progress:**
The policy clarifies the use of Individual Support Plans (ISPs), provision mapping, and the APDR cycle to monitor progress and evaluate the impact of interventions. There is a clear expectation for regular, evidence-based review of outcomes for pupils with SEND.
- **Leadership and Accountability:**
Roles and responsibilities have been updated to reflect Ofsted's focus on leadership at all levels. The policy sets out how leaders, governors, and trustees monitor SEND provision and outcomes, ensuring accountability and continuous improvement.
- **Pupil Voice and Stakeholder Engagement:**
The policy now includes structured mechanisms for gathering and acting on feedback from pupils with SEND and their families, in line with Ofsted's emphasis on lived experience and co-production.



- **Inclusion, Equity, and Safeguarding:**
The policy reinforces the Trust's commitment to safeguarding, equity, and addressing intersectionality, ensuring that all forms of disadvantage are considered in SEND provision and that no pupil is left behind.
- **Preparation for Adulthood and Transitions:**
There is enhanced guidance on supporting transitions and preparing pupils with SEND for the next stage of education, employment, or training, as required by the Ofsted framework.

These updates ensure that the ACT Trust SEND Policy not only meets statutory requirements but also fully reflects the expectations and best practices outlined in the new Ofsted framework.

Definitions within this Policy

Definition of SEND- (Special Educational Needs and Disabilities) There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs'. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up.' A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child has a learning difficulty if they: (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or; (b) Have 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. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years settings.

Definition of Disability- Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy. The Equality Act requires early years providers, schools, colleges, other educational settings, and local authorities, under their duties to: (a) Not directly or indirectly discriminate against, harass, or victimise disabled children and young people. (b) Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

Definition of Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

The term EAL learner is often used interchangeably with 'bilingual learner' (DfE 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfE 2003). To ensure equity of learning for EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as; this may be underpinned by the approaches highlighted for the disadvantaged and



more able, where appropriate. Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence. Collaboration and inclusion is well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language and culture in which their language is embedded, is respected by the school. Honesty and integrity is well evidenced in the appropriate and accurate identification of SEND needs specific to EAL and MEG learners, where an ethos of high expectations for all is promoted and a development of identity and belonging in British society is embedded.

Introduction

The ACT Multi Academy Trust recognises its responsibility for Special Educational Needs and Disability (SEND) and holds Inclusion at its heart. It is a statutory requirement for all schools/academies to have a Special Educational Needs and Disability policy. The ACT Multi Academy Trust has produced this SEND policy as the overarching Policy for all of the schools within the Trust. Each school have published their own SEND Information report which should be read in conjunction with this. The Information report describes the implementation of this policy within each school, including the processes and structures that each school offers in support of SEND .

ACT delegates the responsibility for SEND support to the Director of Inclusion for the Trust and school based SENDCOs, who can be contacted via school offices.

This ACT SEND Policy explains the broad aims and principles of the support for SEND at all schools within the ACT Multi Academy Trust.

At ACT Multi Academy Trust, we believe that Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of experience; how children and young people are helped to learn, achieve, and participate fully in the life of the school. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is what is known as equity in learning. The ACT Multi Academy Trust strives to ensure educational inclusion for all of its children. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, delivered by well qualified staff and enables them to be fully included in all aspects of school life.

Legislation and Regulation

This policy is compliant with the following legislation and regulation:

- (a) The Special Educational Needs and Disability Code of Practice 2015.
- (b) The Equality Act 2010.
- (c) The Children and Families Act 2014, Part 33.



(d) The Special Educational Needs and Disability Regulations 2014

The ACT MAT follows the regulations laid out by The Code of Practice (2014, updated May 2015) which defines the four broad areas of Special Education Need.

In line with the Code of Practice, all schools within ACT MAT follow the graduated approach to a learners' special educational needs. This support should take the form of a cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as the Assess, Plan, Do, Review (APDR) process.

This policy should be read in conjunction with the following other documents, which are individual policies held separately within each of the schools:

- ACT SEND Statement
- School's Positive Relationships and Behaviour Policy
- School's Accessibility Plan
- School's SEND Information Report
- School's Mental Health and Wellbeing Policy
- School's Emotional Based School Attendance (EBSA) Policy

Our Mission and Ethos

Our mission is to create schools where learning is unstoppable and aspirations have no limit, enabling all children to flourish, no matter what their starting point or needs. Everyone in ACT MAT takes collective responsibility for success across the Trust and we work together to bring about the best outcomes across all our schools. We ensure that there is equality of experience and opportunity for all children, no matter which school they attend.

Schools within the ACT Trust will ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.

We believe in Inclusion, Diversity and Equity - setting high aspirations to inspire all students to succeed at their individual level, in an environment we have carefully considered and adapted to meet all of their individual needs.

At ACT Academy Trust we believe that every teacher is a teacher of SEND and every leader a leader of SEND. This means that all staff within the Trust are accountable for the support and provision for all pupils, including those with SEND.

Aims and Objectives

Aims

- To give equitable opportunities to all SEND pupils to take part in all aspects of the school's provision.
- To provide high quality teaching that is differentiated and personalised.
- To support pupils to develop individual confidence and a positive attitude towards learning.



- To give opportunities for pupils to make decisions on their own learning, including support and progress.
- To develop a close partnership with families, so that their knowledge, views and experience can help support needs and individual requirements and inform school and trust policy and provision.
- To ensure that the responsibility held by all staff, governors and trustees for SEND is implemented and maintained.

Objectives of the SEND Provision

To monitor the progress of all pupils in order to aid early identification of pupils with SEND

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum

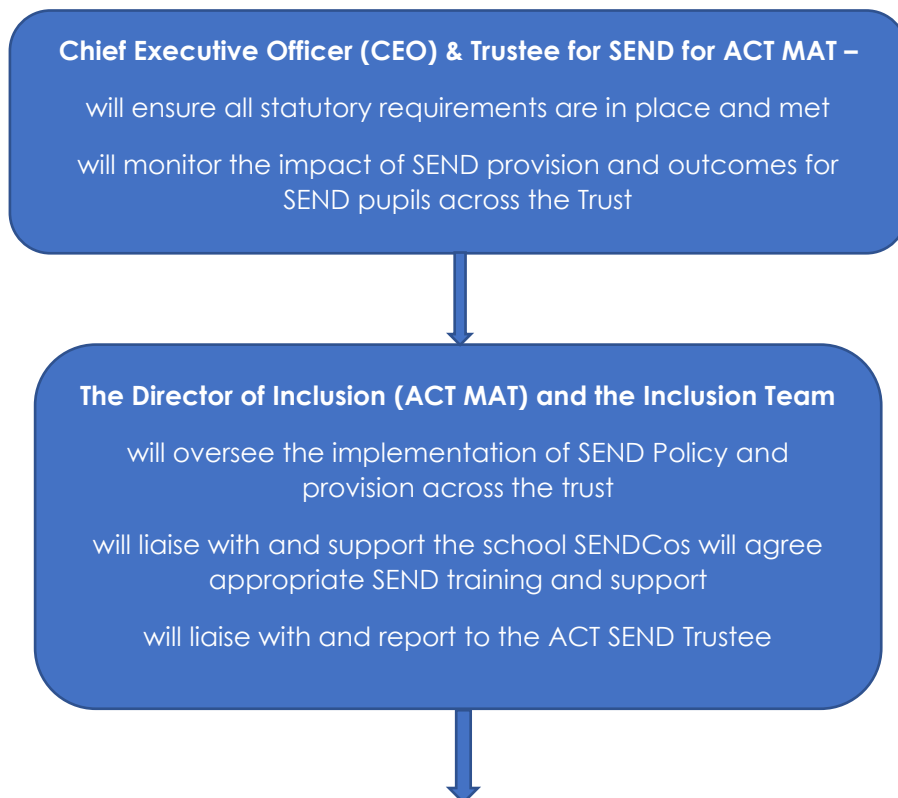
Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

Provide support and advice for all staff working with special educational needs pupils.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Work within the guidance provided in the SEND Code of Practice 2014.

Roles and Responsibilities



Headteachers and Governing Bodies

Each Full Governing Board: will appoint a Governor lead on SEND and will monitor the impact of SEND provision and outcomes for SEND pupils in their schools.

will ensure staff follow the trust's SEND and disability procedures as outlined in the SEND and disability policy.

The School SENDCo

will be a member of the school's senior leadership team

will be responsible for the day-to-day operation of the school's SEND Procedures as outlined in the SEND Information Report

will liaise regularly with the Director of Inclusion and the School's SEND Governor

will work with Governors, parents and pupils to produce the annual SEN Information report and the Annual SEND Report to Governors in the Autumn term of each academic year.

Teaching and non-teaching staff are responsible for:

Follow the trust's SEND and disability procedures as outlined in the SEND and disability policy.

Following each school's procedures for identifying, assessing, and making provision for pupils with special educational needs and disabilities as outlined in each school's Information Report

Ensure all reasonable adjustments for individual SEND pupils are consistently applied.



Support for ACT Trust Schools:

The Director of Inclusion and the ACT Inclusion Team will ensure that the strategic direction of SEND is embedded across all the academies by working with school leaders to develop and sustain effective systems and structures to maximise outcomes for learners with SEND. This will include identifying training for staff and direct support for SENDCos. From time-to-time, schools within the Trust may require support and guidance from the Director of Inclusion, in areas such as:

- (a) Training for senior leaders.
- (b) Support in identification and intervention of need.
- (c) Legal advice, for example attendance at tribunals or mediation to support school staff.
- (d) Whole staff training and conferences.
- (e) SEND audits and reviews of provision.
- (f) Brokering of support services within regions.
- (g) Cluster meetings to inform and share best practice.
- (h) Parent / carer consultation groups.
- (i) Reviewing and advising on complex cases.

Overcoming Barriers to learning

All staff within the Trust work together, using advice from professionals to meet the needs of pupils and to determine ways to help the pupil to be successful in school.

In line with guidance provided in the National Inclusion Statement on providing effective learning opportunities for all pupils, the Trust provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The Trust provides access for pupils with special educational needs and disabilities to a balanced and broadly-based curriculum, including the National Curriculum:

- Consider pupil's different learning styles and trying to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.
- Consider and promote the impact of the physical environment on learning.



- Promote a high level of pupil participation and pupil feedback throughout the school.
- All pupils follow a common curriculum, which has been developed by each school and is tailored to meet the needs of all of their children. All children have access to this curriculum and provision is made to ensure equity for all learners, in a way that best works for them.
- It is the policy of the Trust that all schools provide differentiated class work and appropriate support structures within each subject.
- As appropriate, support teaching is provided in lessons.

The Trust believes that integration of children with special educational needs and disability is key:

- All pupils belong to mixed ability classes. The dynamics of each group of learners is considered very carefully when arranging class groups.
- For most of the academic school day children are taught in mixed ability groups.
- A wide range of extra-curricular activities are available to all pupils.
- Learning support materials are made available to ALL pupils in ALL classrooms in a way that enables independent access.
- Equity is key; all children should be given what they need and when they need it. This message is echoed across all Trust settings, is paramount in all staff training including for Governors as well as teaching staff.
- All Academies within the Trust have a Pastoral lead with a focus on pupil Wellbeing. Interventions and support are in place for Social, Emotional and Mental health needs in every setting, as it is valued as a key tool to ensuring that children are ready and able to learn.

Pupil Voice

A high value is placed upon pupil participation in many aspects of school life within the Trust: School Council/ Parliament, House System, Buddy Groups etc. Pupils are involved in celebrating significant dates in the communal life of the school. Extra-curricular activities offer many chances for pupils to participate positively in school life. In keeping with this, pupils with special educational needs and disabilities are involved in assessment of their needs and reviewing their progress. Each school within the Trust has systems in place to ensure that the pupils are given opportunities to contribute to decisions on how they would like to be supported ie, when reviewing ISP's. Please refer to each school's Information Report for further information on this.

Stakeholder Feedback and Engagement

Stakeholder feedback is a vital component of the SEND strategy. ACT Trust schools gather input through pupil and parent surveys, Equity Ambassador and SEND Panel forums structured interviews, and pupil enquiry activities. This feedback is integrated into monitoring practices and informs school improvement planning, ensuring that the lived experiences of pupils and families shape provision.



Inclusion Across All Aspects of School Life

Inclusion is embedded throughout the school environment, not limited to classroom settings. Equity Ambassadors are engaged across all schools to promote equity across all demographics, ensuring that every pupil's voice is heard. SEND Panels are established to ensure that pupils with additional needs are actively included in all areas of school life, including enrichment, leadership, and decision-making opportunities.

Intersectionality and Addressing All Forms of Disadvantage

The Trust recognises the importance of intersectionality in understanding and addressing disadvantage. Awareness and provision are developed for pupils who are EAL (English as an Additional Language), from Minority Ethnic Groups (MEG), eligible for Pupil Premium (PP), Looked After Children (LAC), and those identifying as LGBTQ+. Staff are trained to consider overlapping identities and ensure that support is holistic and inclusive.

Identifying and Supporting Special Educational Needs and Disabilities

The SEND Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. These are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil needs are identified by considering the whole child, not just their special educational needs but other needs too. It must be noted that some pupils may have more than one of the four areas of need. It is also important to examine whether other factors may be contributing to the child's presentation of need, including.

~ Attendance and Punctuality

~ Health and Welfare

~EAL (English as an Additional Language)



- ~ Being in receipt of Pupil Premium Grant
- ~ Being a Looked After Child
- ~ Being a child of Serviceman/woman
- ~ Being a young carer for a family member
- ~ Having experienced Trauma or ACES (adverse childhood experiences)

The Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support.

The graduated response is defined as an action that is additional to or different from the provision made as part of the school's usual curriculum and strategies.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. Every teacher in every class is responsible for providing a high quality of teaching and learning, and have access to an Ordinarily Available Inclusion Provision (OAIP) resource which lays out what kinds of support they must offer to their children.

The SEND Register

The Register is maintained by the SENDCo at each school within the trust. It is reviewed each term to ensure that:

- new pupils who have SEND are put into the system quickly
- it informs teachers which pupils are on the SEND register
- it can be used to inform termly pupil progress meetings

In each school the provision, strategies and targets for pupils who are on the SEND register is recorded and reviewed on at least a termly basis. All pupils on the SEND register will have an Individual Support Plan (ISP) which records the child's strengths and interests, support needs and a set of 3 smart targets to be worked on. These targets must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and will include strategies, provisions and support that will be put in place to enable the child to meet them. The plan may also include detail of additional support that has been put in place to be monitored through the Assess, plan, do and review process (see below).

These records should be shared with all staff so that everyone who is involved with the pupil knows what they are working towards. Teachers should plan for pupils to have opportunities to work towards their targets in class as well as through interventions and record their progress.

The ISPs will be reviewed termly (October/November, February/March and May/June of each school year) with parents in a separate ISP meeting with the class teacher, where progress will be reported back and



new targets set. Progress information is shared with the Governing body of the school, and at Trust level to ensure that all SEND pupils continue to make good progress towards targets that are tailored towards their individual needs.

A Graduated Approach to SEND Support

This is the PROCESS by which schools within the ACT Trust identify and manage children and young people with SEND.

- In recording pupils needs on an SEND register, the criteria for “entering” a pupil on this record will include a review of progress at termly pupil progress meeting and monitoring the pupil’s response to the provision already in place through high quality teaching –the Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. Pg. 99 Section 6.37 onwards.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Trust have developed The ACT Frame as a method of ensuring consistently excellent provision for all.

High Quality Teaching: The ACT FRAME as First Response

- **ACT FRAME: Embedding Excellence and Inclusion in First Quality Teaching**
 - The ACT FRAME is the Trust’s shared professional standard for excellent teaching, co-created by staff and rooted in inclusion. It defines the teaching habits and classroom practices that ensure every child achieves, belongs, and thrives, regardless of starting point or need.
 - As the first response in the graduated approach to SEND, the FRAME ensures that high quality teaching is accessible to all pupils, with adaptations designed in from the outset—not added on later. This aligns with the Ordinarily Available Provision (OAP) principles of access, adaptation, and ambition.
 - Teachers use the FRAME to plan, teach, and reflect, ensuring lessons are coherently sequenced, knowledge is revisited for long-term memory, and barriers to learning are anticipated and addressed through clarity, modelling, and scaffolding. Adaptations are made proactively so that every pupil can access ambitious content and succeed.
 - The FRAME is inclusive by design: it supports all learners through structured explanation, responsive teaching, explicit vocabulary instruction, and calm, focused environments. These elements are the foundation of high quality teaching and the first step in meeting the needs of pupils who may require SEND support.
 - Additional interventions and support are only considered when pupils do not make adequate progress despite receiving all interventions, adjustments, and good quality personalised teaching as outlined in the FRAME



- Each teacher has access to a resource bank of Ordinarily Available Inclusion Provision (OAIP) which gives guidance and suggested strategies for supporting children within the classroom with a wide and diverse selection of needs. When pupils require more than the provision offered by FRAME, teachers are directed to make use of the OAP available from the local authority, as a suite of additional resources and strategies to support a wide array of needs. ACT schools currently use the Cambridgeshire and Peterborough OAIP toolkits. These would be considered as provision for SEND and would be recorded, monitored and assessed through the pupil's Individual Support Plan (ISP) see below for more detail on this.
- Teachers decide whether to make special educational provision in consultation with the SENDCo and together consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. It may also include advice from external agencies where relevant.
- Parents, families, children and young people are involved in this process through ongoing meetings and reviews between the class teacher and parents.

SEND Support

Where it is determined that a pupil does have SEND, parents will be advised and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process, details of which is held in the child's Individual Support Plan (ISP):

Assess – Plan – Do – Review- through the Individual Support Plan (ISP)

This is an on-going cycle of the graduated response to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This is usually needed when a child has been identified as having more complex SEND. This APDR cycle enables the identification of provision that most effectively supports the pupil to achieve good progress and outcomes. The APDR information is recorded within the child's Individual Support Plan (ISP). This will include all elements of Ordinarily available inclusion provision (OAIP) that the teacher has employed to support the child, and a review of its effectiveness.

- Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice. If SEND needs are felt to be significant and complex, support may be requested from external professionals. In this case the SENDCo would seek to engage additional support or specialist services. Referral documentation will be completed i.e., Early Help Assessment. This is funded by the SEND budget and is monitored by the Senior Leadership Team. Parents, families and children are involved in this process from the outset and their opinions are sought. Parent permission is compulsory when seeking external support.



- When monitored using the APDR cycle over time, if it is judged that additional funding and support are needed long term, ie when the child's needs are having a significant impact on their education, then a request for an Education, Health and Care (EHCP) Needs assessment can be made. Information will be gathered from school staff and reports from any outside agencies consulted. Parents will be informed and their views will be included in any application. A parent/carer can also initiate an EHC Needs assessment request directly to the local authority, and in this instance the school would provide any evidence that they had acquired on the pupil through ISP/APDR and report records.

Education Health Care Plan (EHCP)

The application for an Education, Health and Care Needs Assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Director of Inclusion (Trust)
- Outside professionals

Information will be gathered relating to the current provision, actions that have been taken, and outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care under direction of the Statutory Assessment Team about whether or not the pupil meets the criteria for an EHCP, once all assessments have been carried out. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP through the Local Authority.

Assessment Arrangements for all SEND pupils

Pupils who are on the SEND Register may be eligible for support in Statutory and Summative Assessments

This may include:

- having a reader
- having a prompter
- working in a quieter room
- having rest breaks to aid concentration.
- additional time

The individual school SENDCo will discuss the needs of individuals with the class teacher/s and apply for arrangements in accordance with the DFE guidance and the exams access arrangements policy. This would include any identified action points from the school's Accessibility plan.

Criteria for Exiting the SEND Register



In a case where the class teacher has evidence that a pupil no longer needs the extra support provided, the teacher will consult in the first instance with the SENDCo. If they are in agreement and the child's progress reflects this success, then the teacher will meet with the Parents and pupil to explain this. This pupil will still be carefully monitored through pupil progress meetings and the provision map and if the progress is not maintained then the pupil can be re-assessed for SEND. Any previous SEND records will be kept on file.

Measuring and Evidencing the Impact of Inclusion Strategies

To ensure the effectiveness of inclusion strategies, ACT Trust schools utilise provision mapping to monitor both individual and group progress. This includes tracking progress against pupils' Individual Support Plan (ISP) targets and evaluating the impact of interventions. Provision maps are reviewed termly and used to inform planning, resource allocation, and strategic decision-making. This approach ensures that support is evidence-based and outcomes-focused.

Training of Staff

Training needs of staff are identified using a skills audit and in response, the needs of the children, the changing face of special educational needs, disabilities and the Code of Practice.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- There are regular Professional Development Meetings for teachers to improve their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Each Academy follows a training schedule that is tailored to meet the needs of their cohorts.
- All new teachers and support staff undertake an induction programme and this includes an explanation of the systems and structures in place around the Trust's SEND provision.
- The SENDCos at each Academy are invited to attend SENDCo cluster meetings with the Director of Inclusion in order to keep up to date with local and national updates in SEND, share good practice and CPD opportunities, in addition to the Local Authority termly SEND Briefings.
 - All staff engage in continuous professional development (CPD) tailored to the needs of their cohort. Annual SEND audits are conducted to evaluate the effectiveness of current training and identify areas for development. Training is responsive to audit findings and includes updates on legislation, inclusive pedagogy, and specific needs such as autism, SEMH, and speech and language.

External Agencies and Professional Support

A variety of support can be offered by external services such as advice to the school about targets and strategies, specialised assessment or direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.



These services include:

- SEND Specialist Services 0-25 (Specialist Teachers, Specialist Practitioners and Educational Psychologists)
- Speech and Language Therapy Service
- School Nursing
- Community Paediatrician
- Locality Team (Family Workers and Education Inclusion Family Advisors)
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapist
- Physiotherapist
- Other therapeutic support (ie, counselling, CBT, therapies)

When involving external agencies, it may be necessary to open an Early Help Assessment (EHA) or other referral pathway to access this support.

Links with Other Schools and Transition Arrangements

We recognise that transitions can be difficult for all children but especially so for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.

- Liaison with other schools in respect of pupils who have an EHC Plan or receive substantial special education support is made where appropriate.
- When a pupil is due to transfer to another phase the SENDCo will liaise with the SENDCo of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. A transition support programme is put into place for individuals / groups of children with higher needs e.g. extra visits to new school/ making a support pack with the child.
- The SENDCo will be responsible for the handover of information about children receiving School Support and for children with an EHC Plan.
- Arrangements to share with other schools resources, expertise, good practice and linked INSET will be co-ordinated by the Headteacher.



- The SENDCo has responsibility for maintaining records for pupils with special educational needs. These records will be made available at appropriate times to ensure the smooth transfer of pupils to other schools or institutions.

- Information will be passed on to the new class teacher in advance and in most cases, they will be invited to join the final review meeting in the previous class. Support plans will be written collaboratively, ensuring that the transition is as smooth as possible.

Storing and Managing Information

- All information on pupils is stored securely in each school using a provision map software. The school office holds ongoing information including contact information for each child. The SENDCo and class teacher hold any information related to SEND and any correspondence from outside agencies referring to a child. These documents are held on file for the period that the pupil attends the school and is then transferred on to their feeder school. These documents are kept strictly confidential at all times.

Reviewing the Policy

- The SEND policy will be reviewed annually.
- Each Academy within the Trust also have their own Information Report, which is reviewed annually. This document lays out the processes for which the school follows in regard to its SEND provision, and should therefore be read in collaboration with the overarching Trust SEND policy.

Accessibility

- The Disability Discrimination Act (DDA) as amended by the SEN and Disability act (2001) placed a duty on all schools to increase over time the accessibility of schools for disabled pupils. Schools are now required to produce an accessibility plan to explain how the school identifies and removes barriers to learning for all pupils. Please see each school's Accessibility Plan for more information

Next Review Date	October 2026	Version	4	Approval Date	
Review Cycle	Annually	Owner	CEO	Approval Body	Trust Board

