

Special Educational Needs and Disabilities (SEND) Policy 2026-27

Policy Owner	Inclusion Team
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CREATIVE EDUCATION TRUST
Unified Purpose, Empowered People

Ambition Equity Opportunity

Special Educational Needs and Disability Policy

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Purpose and Vision

Purpose

This policy sets out how all CET schools will identify, assess, support and make effective provision for pupils with special educational needs and disabilities (SEND). It clarifies roles and responsibilities and explains how we work with families and external partners to secure a high quality, inclusive education for all our pupils.

Vision

AMBITION – EQUITY – OPPORTUNITY

As a trust, we are committed to truly inclusive schools that are both ambitious and equitable. We remove barriers to learning so every pupil can participate fully, belong, and achieve their potential.

Core Principles

- High quality first teaching is the most important form of SEND provision; personalisation, when used thoughtfully and proportionately, helps ensure, wherever possible, that all pupils remain part of the classroom and school community.
- Early identification and timely, proportionate support are essential.
- Collaboration with pupils, parents, staff and external agencies drives better outcomes.
- Reasonable adjustments / adaptations, including, where appropriate, assistive technologies and alternative provisions, help to ensure equal access.
- Wellbeing and PD preparation for next stages are integral to SEND provision.



Legal Framework and Related Documents

Statutory and guidance documents considered

- Special Educational Needs and Disability Code of Practice 0 to 25 years (2015)
- The Children and Families Act (2014), Section 33, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information reporting system
- The Equality Act (2010)
- Supporting Pupils with Medical Conditions at School (2015)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)

Related school and trust documents

- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Framework and associated Behaviour and Relationships Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Quality of Education Frameworks
- School SEND Information Report (published and updated annually on school websites) and associated SEND (I-CREATE) framework.



Definitions

SEND

A pupil has SEND if they have a learning difficulty or disability that requires provision that is additional to, or different from, that normally available.

Learning Difficulty or Disability

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of peers of the same age; or
- Have a disability that prevents or hinders use of facilities ordinarily provided.

Special educational provision is an educational delivery that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools in respect of an identified learning difficulty or disability.

Four Areas of Need

The Four Areas of Need come from the *SEND Code of Practice (2015)* and are used by schools to help identify and organise support for pupils with identified SEND. They are never used to define a pupil, but they give a clear framework for planning provision.

- Communication and Interaction including speech, language and social communication needs and autism.
- Cognition and Learning including specific learning difficulties and moderate to profound learning needs.
- Social, Emotional and Mental Health including anxiety, attention difficulties and behaviours that affect learning.
- Sensory and Physical Needs including visual, hearing, multi-sensory impairment and physical disabilities.

Graduated Response

A graduated response is a four-stage cycle (Assess–Plan–Do–Review) used to identify, monitor and meet pupils' needs. It ensures support is put in place early and reviewed regularly. Support is adjusted, increased or refined over time so that provision becomes more targeted and effective, ensuring pupils receive the right help at the right stage. If needs remain significant and long-term, the school may consider requesting an assessment for an EHCP. Teachers, other relevant professionals, the SENDCo, parents and the pupil work together throughout the process.

Types of Provision

- Universal: high quality, classroom teaching for all pupils.
- Targeted: short term, evidence-based interventions, or adaptations, delivered in class or, where required, by the SEND Team.



- Specialist: individualised support informed by external professionals and, where appropriate, an Education Health and Care Plan.

Adaptations and Reasonable Adjustments

Our schools make adaptations and reasonable adjustments to ensure pupils with SEND can access learning and participate fully in school life, in line with the Equality Act 2010. These adjustments remove or reduce barriers and are tailored to individual needs.

Adjustments may include:

- Adapted or additional resources and equipment
- Modified teaching approaches and scaffolding
- Changes to routines, expectations, or the learning environment
- Assistive technology
- Additional adult support, where appropriate, and to support with specific tasks
- Adjustments to assessments or access arrangements

Decisions about adjustments are based on the pupil's needs, the effectiveness of the adjustment in improving, and what is reasonable and proportionate within the specific school context.



Roles and Responsibilities

The trust recognises that supporting pupils with SEND is a whole-school responsibility, and effective provision relies on all staff working together as a coordinated team. While many members of staff may contribute to adapting teaching and removing barriers to learning, for example Safeguarding, Estates, and ICT Teams, certain roles have very specific responsibilities within this process.

The following individuals are recognised as the key players in leading, coordinating and delivering SEND provision across the school.

SENDCo

- Lead operational delivery of this policy and coordinate provision for pupils with SEND.
- Provide professional guidance to staff and act as main contact for parents, external agencies and the local authority.
- Advise on the graduated approach and deployment of resources.
- Maintain accurate records and produce the annual SEND Information Report.

Principal

- Work with the SENDCo and Governors / trustees to determine the strategic development of the SEND strategy and provision in the school.
- Hold overall responsibility for provision and progress of pupils with SEND.
- Ensure consistent implementation of the policy and publication of the SEND Information Report.

Pastoral Leaders

- Monitor wellbeing through regular check-ins, behaviour /attendance tracking, and, in consultation with SENDCo, early pastoral intervention when difficulties arise.
- Advocate for pupils with SEND, for example making sure that reasonable adjustments are implemented.
- Build relationships that help SEND pupils who struggle to develop confidence, resilience, and positive social skills.

Subject Leaders

- Maintain high expectations for pupils with SEND; look at progress, work samples, and lesson visits with SEND in mind.
- Plan well-sequenced curriculum that identifies essential knowledge so adaptations do not dilute; oversee creation and use of accessible resources.
- Work collaboratively with the SENCO, and class teachers, to identify strategies to remove barriers while preserving full curriculum access.
- Promote evidence-informed teaching approaches (such as modelling, chunking, scaffolding, and explicit vocabulary instruction) that do not rely on withdrawal / excessive use of teaching assistants.

Class Teachers

- Are accountable for the progress of every pupil in their class.



- Plan, deliver and evaluate inclusive teaching and targeted support with support staff.
- Work with the SENDCo, pupils and parents to review progress and adapt provision, where required, in their classes.

Governors / Trustees

- Ensure the school fulfils its statutory duties under the SEND Code of Practice and Equality Act.
- Monitor the quality of SEND provision and outcomes.



Identification, Assessment, Monitoring and Provision

Assess Plan Do Review

All our schools follow a graduated approach: assess needs, plan targeted support, implement interventions, and review impact with pupils, parents and, where relevant, other professionals:

- Teachers and, where appropriate, other staff monitor pupil progress and wellbeing regularly.
- Indicators for further assessment include significantly slower progress, widening attainment gaps, or concerns about social, emotional or communication development.
- Slow progress alone, poor behaviour and / or short-term issues, such as a bereavement, do not automatically mean SEND, but effective steps will be taken to exclude the possibility of SEND as a barrier to more rapid progress.
- When determining whether special educational provision is required, the school will begin by identifying the desired outcomes, especially in relation to expected progress and attainment. This information will guide decisions about the type and level of support needed, and whether it can be met through adaptations within the school's core offer or requires provision that is additional to, or different from, what is ordinarily available. A pupil will be recorded as having SEND where such additional or different provision is necessary.
- Schools will always involve parents/carers and pupils in discussions about special educational provision at every stage, from the initial identification of need through to review meetings and any decision to cease provision when it is no longer required. These conversations will ensure that:
 - Everyone has a clear understanding of the pupil's strengths, difficulties, and progress since the last review
 - Parents' and carers' concerns are considered
 - The pupil's views are also considered.
- Discussions between the school, the pupil and their parents/carers will inform a Pupil Passport that sets out the pupil's identified needs, the outcomes sought, and guidance for targeted special educational provision that may need to be implemented. This information will be shared with all teachers and support staff working with the pupil, so they are aware of the pupil's needs, the support in place, and can consider any required teaching strategies and / or adaptations.
- Schools will follow the graduated approach and the four-part cycle of assess, plan, do, review, reviewing the effectiveness of the support and interventions and their impact on the pupil's progress on a termly basis. Pupil Passports will be reviewed with parents/carers and pupils through the system of termly reviews in accordance with the SEND Code of Practice (2015). Education, Health and Care Plans (EHCPs) will be subject to annual reviews in line with the statutory guidance.
- At each review, the class or subject teacher will work with the SENDCo to complete a clear analysis of the pupil's current needs. This will draw on assessment information, previous progress and attainment, attendance and behaviour, relevant intervention data, comparisons with peers and national expectations, as well as the views of parents/carers and the pupil, and advice from external professionals where appropriate.
- A pupil would not normally be removed from the SEND register unless evidence from at least two Assess–Plan–Do–Review cycles shows that their needs are no longer significantly greater than those of their peers and they no longer require provision that is additional to or different from high-quality universal teaching. The SENDCo must be satisfied that progress can be sustained without



SEND-specific intervention, with parent and pupil views considered and the decision formally recorded.

- All support and interventions should be recorded on a school provision map and evaluated for impact on a termly basis through the Academy Improvement Board (AIB process). These provision maps should also identify the resources and associated costs, including staffing, to support effective review, funding applications and other decision-making.

Teaching

The trust recognises that high-quality, inclusive teaching is always the first, and most important, step in meeting the needs of pupils with SEND.

Teachers in all of our schools plan carefully to ensure all pupils can access the curriculum, and all staff receive regular training as part of their ongoing professional development. As a result, staff use a range of evidence-based strategies within everyday classroom practice to support diverse learning needs. These may include consistent classroom routines, scaffolding (such as writing frames, sentence starters and manipulatives), checklists and pre teaching vocabulary.

Additional targeted support is also provided in the classroom according to individual need. This may include specific seating arrangements, enlarged print, coloured overlays, specialist equipment, assistive technology, rest or movement breaks, additional time for tasks, task sheets and reasonable adjustments to rewards and / or sanctions.

Where appropriate, Teaching Assistants support learning through interventions such as prompting, scribing or note taking, while always promoting and encouraging long-term independence and progress.

Curriculum Adaptations and Wider Inclusion

Schools do not narrow the curriculum for pupils with SEND. Where necessary, adaptations and alternative provision are used to secure access to the same broad, knowledge rich curriculum as their peers. This includes clubs, trips, performances and leadership roles.

Indeed, no pupil will be excluded from, or disadvantaged in, any activity because of their SEND. All schools publish an Accessibility Plan on their website, setting out how they are improving the physical environment, curriculum access and availability of accessible information so that disabled pupils can fully benefit from the education, facilities and services the school provides.

Schools also recognise that some pupils with SEND may be more vulnerable and may require additional consideration within the personal development curriculum, particularly in relation to safeguarding, wellbeing and preparation for adulthood. Staff ensure that teaching in these areas is accessible, sensitive and appropriately adapted so that pupils with SEND can develop the knowledge, skills and confidence they need to stay safe, make informed choices and plan for their future.

SEND Interventions

In some cases, the nature of a pupil's SEND may require carefully planned, targeted interventions. These may include precision teaching, meet-and-greet or end-of-day decompression routines, evidence-based programmes such as Read Write Inc., Lexia, Zones of Regulation, Thinking Reading, ELSA, Nurture or Sensory Circuits, and, where assessment deems appropriate, access to Alternative Provision.



Transitions and Transfer Arrangements

The trust recognises that transitions are important points in any pupil's educational journey and that this can be especially true of pupils who have a special educational need.

The SENDCo, in consultation with other relevant staff, will coordinate enhanced transition programmes, information transfer and visits to receiving settings. Transition support may include:

- Staff visits to the pupil's current setting
- Meetings between SENDCos
- Induction or taster sessions
- Additional or enhanced induction for pupils with SEND

For pupils with EHCPs, annual reviews and amendments will be completed in good time to plan Year 6 to 7 and Year 11 to post 16 transitions.

Wherever possible, schools will also collect appropriate information from pupils' previous schools or educational settings when they join us.

Multi-Agency Working

Our schools will collaborate with a variety of external professionals, including health, social care and local authority services, educational psychologists, therapists and voluntary organisations to secure specialist support, as required.

Our schools will also share any information that is in the best interests of the pupil, whilst always adhering to data protection requirements.

Examinations and Access Arrangements

Eligibility for access arrangements (extra time, reader, scribe, assistive technology) is determined by assessment evidence and usual ways of working. It should be requested in liaison with the SENDCo, pastoral leads and Examination Team.

Please note that, as per examination board regulations, any decisions regarding the awarding of Access Arrangements have to follow the current JCQ guidance.

Monitoring, Review and Accountability

The policy is reviewed annually by the Director of Education, in consultation with the Head of SEND. It will be updated as required and / or as statutory guidance changes.

The Board of Trustees approves the policy.



The SENDCo maintains records and, in consultation with the principal, reports on outcomes, the impact of provision and value for money at the termly Academy Improvement Board (AIB). SEND KPIs are reviewed at trust level.

Complaints about SEND provision

Parents / Carers are urged to raise concerns promptly with the school in order that a solution can be agreed quickly.

Initial complaints should be raised with the SENDCo.

If unresolved, complaints should follow the trust's formal Complaints Policy.