

Policy Statements and Procedures

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) and INCLUSION POLICY

Introduction

Please note that for the purpose of this policy and procedure all educational establishments within The Rosedale Hewens Academy Trust (the Academy Trust or Trust) are referred to as schools and all children are referred to as pupils.

The Trust is committed to providing an excellent educational experience for all its pupils. Special provision will be made for those with additional learning needs. We acknowledge that for many pupils, this may include a special educational need or disability, which has been diagnosed as requiring additional support:

SEND Reform 2026 – Key Information

What is the SEND Reform White Paper 2026?

The SEND Reform White Paper 2026, *Every Child Achieving and Thriving*, sets out significant proposals to reshape SEND provision and education in England. The reforms aim to create a more inclusive education system by strengthening support in mainstream schools, reducing dependence on Education, Health and Care Plans (EHCPs), and introducing new approaches to funding, accountability, and service delivery.

Will EHCPs be removed under the new SEND reforms?

No. EHCPs will continue to be available for children and young people with the most complex and significant needs. However, the reforms seek to ensure that more pupils receive effective support earlier, reducing the need for EHCPs where needs can be successfully met within mainstream settings.

What are Individual Support Plans (ISPs)?

Individual Support Plans (ISPs) are a proposed new planning tool for children receiving targeted or specialist support. They are intended to provide a clear, accessible description of the support a child receives on a day-to-day basis, making SEND provision easier for families and professionals to understand and monitor.

When will the SEND reforms come into effect?

Some aspects of the reforms have already begun, including changes to the inspection framework. More substantial changes, such as mandatory SEND training for all school staff and the introduction of new support structures, are expected to be phased in from September 2026, with further implementation continuing through 2028 and beyond.

What is meant by the three tiers of SEND support?

The reformed framework introduces a three-tier model of SEND provision: **Universal Support**, which focuses on high-quality teaching for all pupils; **Targeted Support**, which provides additional structured interventions for those who need them; and **Specialist Support**, which includes EHCP-led provision for children with the most complex needs. The model is designed to reduce over-reliance on statutory assessment and intervention processes.

What is the Trust doing to prepare for these changes?

While the overall direction of the reforms is becoming clearer, legislative changes have not yet been finalised. The Trust will continue to review its current SEND policies and practices and, where appropriate, adapt them in collaboration with local authorities, schools, families, and other key stakeholders to ensure readiness for future developments.

Definition of Special Educational Needs and Disability (SEND)

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25, implemented in September 2014:

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 (Code of Practice DfE 2014).

A child of compulsory school age has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than most pupils of the same age; or
has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools; and
are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND policy details how the school will do its best to ensure that the necessary provisions are made for any pupil who has special educational needs and/or disabilities.

The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have SEND.

The school will do its best to allow pupils with SEND to join in the activities within the school with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupils receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with SEND and ensure that parents, guardians and carers are notified of a decision by the school that SEND provision is being made for their child.

Principles

As stated in the SEND Code of Practice, 2014:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education'.

The Trust believes that pupils with SEND should be integrated with other pupils and supported by all staff and teachers. In particular, the Trust:

- Will identify, assess, record and review pupils' progress and needs.
- Will provide adaptive teaching and adjustments where necessary
- Will involve parents, guardians and carers in planning
- Expects parents, guardians and carers to cooperate with the Academy Trust in facilitating inclusion and follow the Trust's policies and procedures.

Our Vision

Developing these values through the following objectives:

- Providing a stimulating educational environment;
- Ensuring positive outcomes for life after school;
- Establishing a safe and secure environment for pupils;
- Developing strong relationships between pupils and staff;
- Promoting the development of individual responsibility;
- Supporting physical and emotional wellbeing.

We engender a harmonious community, underpinned by tolerance and respect so that pupils are well prepared for life in modern Britain and for contributing to the global community.

Inclusion

In planning an inclusive learning environment, we recognise that some pupils may be particularly vulnerable to underachievement. While not having Special Educational Needs and/or Disabilities (SEND) as such (Ofsted 2000) pupils from the following groups might have needs:

- Minority ethnic and faith groups; travellers, asylum seekers and refugees;
- Pupils who need support to learn English as an Additional Language (EAL);
- Gifted and Talented pupils;
- Pupils looked after by the local authority (LAC);
- Pupils with persistent medical and/or mental health needs;
- Young carers and children from families under stress;
- Pupils at risk of disaffection and exclusion.

Admission Arrangements

Pupils are admitted to schools within the Trust according to the chosen Trust admission criteria. All staff will ensure that pupils with SEND who are admitted to a school within the Trust will join in the activities of the school, together with other pupils, as far as possible.

Objectives

In order to meet the individual needs of every pupil we need to continue to achieve the following:

- Regard SEND as a whole school issue directly related to curriculum, teaching and learning and raising achievement.
- Follow a system of monitoring, target setting and reviewing progress that meets the needs of the pupil and follows national and local guidance.
- Make appropriate provision for those pupils whose needs are greatest.

Identification of SEND

Pupils with SEND are identified from information supplied by:

- Primary schools;
- Standardised tests, (including literacy screening via LUCID/GL programme, CATS and SATs results);
- Individual teachers;
- Parents, guardians and carers;
- Outside agencies;
- Pupils themselves;
- In-School monitoring;
- SEND staff;
- Other school staff.

Four Broad Areas of Need

In line with the SEND Code of Practice (2015), we recognise that pupils' needs and requirements generally fall into four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties (SEMH);
- Sensory and/or Physical Needs.

The school understands that pupils may have needs in more than one area, and that provision must be tailored accordingly.

The school is committed to the early identification of Special Education Needs and adopts a graduated response to meeting Special Educational Needs in line with the SEND Code of Practice 0-25 years 2014.

We adopt a graduated response approach to meeting a pupil's special educational needs and/or disabilities, which is called 'Assess, Plan, Do, Review'. This means that we will:

- Assess a pupil's special educational needs;
- Plan the provisions to meet the pupil's aspirations and agreed outcomes;
- Do the actions to ensure the provision in place aims to meet those outcomes;
- Review the support and progress.

Pupil Voice

We recognise that pupils themselves have valuable insights into their own needs. Pupils with SEND are encouraged to express their views about the support they receive, their learning goals, and any concerns they may have. Their voice is an essential part of the planning and review process.

Initial Identification

If a concern is raised about a pupil, then a referral form is completed which adopts the 'Assess, Plan, Do, Review' approach to meeting their needs. It is important to note that not all pupils referred to the SEND team will be SEND pupils; any support and guidance may be short, medium or long term.

When a pupil is identified as having special educational needs, the Trust will include the pupil through adaptive teaching. The extent of additional intervention and support will be contingent upon the specific needs of each individual pupil. Pupils identified as having a Special Educational Need and/or Disability will not be automatically registered on the SEND Register. Instead, they may be placed on a 'monitor' list and their progress checked regularly in line with the graduated response method.

Transition

As part of the whole school transition process there will be close liaison with other schools and nurseries. Information will be recorded on the admission form. Liaison includes staff visiting schools and attending review meetings. For some pupils a personalised transition package is made.

SEND pupils who are moving on will receive support that is tailored to meet the needs of each pupil and will, where necessary, involve communicating with further educational establishments, if that is the wish of the pupil and their family.

Links with Outside Agencies

Despite receiving additional intervention and support, it may be necessary for the SENCO, in partnership with parents, guardians and carers and the pupil, to refer to outside agencies.

Outside agencies will usually see the pupils, so that they can advise on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

School Request for EHC Needs Assessment

For a small number of pupils, the help may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents, guardians and carers and any external agencies already involved, to consider whether to ask the local authority to initiate a statutory assessment. Where a request for a statutory assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and be making little or no progress while accessing additional intervention/s.

We will provide written evidence as required by the Local authority detailing:

- Records of intervention, strategies, reviews and their outcomes;

- Provision map record;
- National Curriculum level attainments;
- Other assessment data;
- Written reports from an advisory specialist support teacher or an educational psychologist if available;
- Views of the parents, guardians and carers and of the pupil.

The involvement of any other professionals (Any known involvement by social services or education welfare service)

Educational Advice: providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, an EHC needs assessment may take place and the Local authority may issue an Education Health and Care Plan (EHC Plan) outlining the young person's special educational needs.

An EHC Plan will last until the young person is 25 years old, or until all outcomes are met. There are separate systems in place to support disabled young people in higher education (HE), including Disabled Pupils Allowances (DSAs). These are non-repayable grants that assist with the additional costs incurred by disabled pupils. They apply to those studying HE in an FE environment.

DSAs fund a range of support, including assistance with the cost of:

- Specialist equipment;
- Travel;
- Non-medical helpers (for example sign language interpreters).

Annual Reviews

All Education, Health and Care Plans (EHCPs) will be reviewed at least annually with the parents, guardians and carers, the pupil and any external agency to consider whether any amendments need to be made to the description of the pupil's needs or to the special education provision specified in the plan. The annual review will focus on what the young person has achieved as well as difficulties that need to be resolved.

Annual reviews will be held for those pupils identified as requiring SEND Support. Parents, guardians and carers, the pupil and any outside agencies, where appropriate, are invited to these reviews. Some reviews are part of the Parent/Teacher evenings set throughout the academic year.

Teaching and Support Arrangements

For the most part, pupils with SEND will be taught in the classroom, alongside their peers. Staff will use a variety of teaching strategies within each class, including different resources and learning tasks, to accommodate pupils with special needs wherever appropriate and necessary.

In-class support

In-class support will be targeted within the timetable to maximise curriculum access and

consequently pupil progress. The Trust aims to give consistency of support across teaching groups where practical within subject areas.

Additional Support

Pupils with SEND spend their time in mainstream lessons with their peers. We aim to provide further opportunities for pupils who require additional support in developing their skills. Intervention lessons take place during the school day. Depending on need, intervention can be short, medium or long term. It can also be delivered to an individual or group by the staff.

Discrimination

We have an Equality Policy, therefore every pupil is provided with equal opportunity to access all aspects of our curriculum. We aim to:

- Provide a secure and accessible environment in which all our pupils can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the school.

Disability and Accessibility

We try to ensure that all pupils with SEND are able to fully participate in the life of the school, both in their learning and in the wider provisions available. All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2014).

Given the character of the schools and colleges, where certain buildings are dated, not all adaptations are feasible. Nevertheless, we are committed to making the school as accessible as possible whilst adhering to budget constraints.

Medical Needs

The school is committed to supporting pupils with medical conditions. Pupils with significant medical needs will have an Individual Health Care Plan, developed in partnership with parents, guardians and carers and healthcare professionals. Staff who administer medication or support medical needs will be appropriately trained. The school adheres to its Supporting Pupils with Medical Needs Policy, ensuring pupils can access education as fully as possible.

Recording SEND

Records are kept on all pupils with SEND. Pupil files are kept up to date to ensure that information is shared to best advantage the pupils.

The SEND register is a record kept by the SENCO. It indicates which pupils have SEND, what stage they are at, what their area/s of need is/are and information on the barrier/s to learning. School staff have access to EHCPs and other documents such as IEPs via Bromcom CPOMS and SharePoint.

INSET and CPD

The Trust recognises the need to continue to develop the expertise of all staff and whole staff training on issues relevant to the teaching of pupils with SEND is ongoing.

Staff training needs are identified and met through a combination of in-house provision and courses run by the local authority and other providers. SEND training sessions are organised as required to meet the current needs of staff and are led by the SEND Team or an appropriate outside agency.

The Trust acknowledges the significant levels of neurodiversity within its pupil population. To address this, the school has implemented a rotating schedule of training sessions focused on ADHD, Autism Spectrum Condition, and dyslexia.

Furthermore, staff feedback is actively solicited, allowing them to request CPD opportunities that align with their interests and needs.

The SEND newsletter, circulated throughout the year, provides valuable resources and strategies for effective teaching, aimed at enhancing quality first teaching. Regular learning walks and quality assurance processes are conducted to monitor the impact of training and the effectiveness of SEND provision.

Roles and Responsibilities

Governance

The Academy Board will do its best to ensure that the necessary provision is made for any pupil who has SEND.

The SENCOs (Lead SEND Officer)

The following responsibilities will be undertaken by the SENCO:

- Oversee the day-to-day operation of the school's SEND policy and line manage the SEND team;
- Liaise with the relevant DSL where a looked after pupil has SEND;
- Advise teachers on using a graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively;
- Liaise with and provide a point of contact for parents, guardians and carers of pupils with SEND;
- Liaise with and be a point of contact for external agencies;
- Liaise with previous and potential providers of education to ensure pupils and their parents, guardians and carers are informed about options and a smooth transition is planned;
- Ensure that the school keeps the records of all SEND pupils up to date;

- Work with the senior leadership team and the Academy Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

The Role of the Class Teachers

All teachers are teachers of pupils with Special Educational Needs and/or Disabilities. Teaching pupils with Special Educational Needs and/or Disabilities is a whole-school responsibility, requiring a whole school response. Central to the work of every lesson is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. Most pupils will learn and progress within these arrangements. However, for pupils with Special Educational Needs and/or Disabilities, there is a need to provide a different level of provision that supports and promotes their learning abilities.

Staffing

The teaching and learning requirements of all pupils with SEND is primarily the responsibility of the class teacher with support from their Phase/year group with advice and support from the SEND staff. This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff are expected to teach pupils with SEND.

Partnerships

The Trust works closely with a wide range of agencies in order to provide the highest levels of support for pupils with SEND. These include the local authority, charities, private organisations and the NHS. We will also ensure families are signposted to the Local Authority's Local Offer, which provides detailed information on services, provision, and support available for children and young people with SEND in the area.

Parents, guardians and carers

The Trust will have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities and ensure that parents, guardians and carers are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents, guardians and carers plays a key role in enabling pupils with SEND to achieve their potential. We recognise that parents, guardians and carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents, guardians and carers of pupils with Special Educational Needs and/or Disabilities will be treated as partners and it helps if they support the Trust in helping their child.

The local authority SENDIAS provides information and support to parents, guardians and carers of pupils with SEND. A wide range of information and advice may be obtained by contacting them through the local authority help line.

Criteria for Evaluating Success

There are two aspects to our self-evaluation procedures, an evaluation of policy and procedures, and an evaluation of pupil progress.

The following procedures are used for an evaluation of pupil progress:

- Feedback from pupil, parents, guardians and carers, teachers/staff and outside agencies;
- GCSE and SATs results;
- Tracking IEP targets;
- Standardised assessments;
- Tracking reading ages;
- Anecdotal evidence from CPOMS and journals.

SEND Information Report

The SEND information report is statutory information that the Local Academy Board has a legal duty to publish on the Trust website. This report outlines the policy and practice adopted within the school to deliver high quality SEND provision. The SEND Information Report is updated yearly and is available on the website.

Last reviewed: July 2026
Due for review: July 2027