



Special Educational and Disability Needs Policy

DATE: October 2025

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Ethos and Education

STATUS: Ratified

DATE RATIFIED: 4th December 2025

DATE OF NEXT REVIEW: December 2026

Summary of Changes

Date	Para	Revision
October 24	Title	Title changed from Special Education Needs Policy to Special Educational and Disability Needs Policy
	All	SEN/SENCO changed to SEND/SENCO throughout
	All	SEN record changed to SEN register throughout
	2	Aims section reworded
	5	'Strategy Sheet' changed to 'Learning Plan' and details of how staff will be supported by senior leaders/SEND team added
	6	Details of Education, Health and Care needs assessment added
	7	List of linked policies updated
October 2025	All	Updated in line with BJ policy template

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1 Ethos and Aims

- 1.1 The Quantock Education Trust recognises its responsibility for Special Educational Needs and Disability (SEND). It is a statutory requirement for all schools to have a Special Education Needs and Disability policy. This statement outlines the ethos, aims and requirements for schools within the Trust.
- 1.2 Schools within the Quantock Education Trust will ensure that all learners, whatever their special educational needs, receive a high-quality education that is appropriate to individual needs; promotes high standards; and ensures that our children become confident young people who go on to lead fulfilling lives.
- 1.3 The Quantock Education Trust fosters the belief that:
- 1.4 Every child is an individual and so has unique needs - we believe in a 'learners, not labels' approach,
- 1.5 Every teacher has a responsibility for addressing the needs of children with special educational needs,
- 1.6 The leadership of SEND is distributed, with a collective responsibility shared across the Trust for meeting the needs of all children.
- 1.7 A learner has special educational needs if they have a learning difficulty or disability that requires additional support that is different from or additional to learners of the same age.
- 1.8 In implementing this policy, the Trust believes that all learners will be supported to overcome their difficulties.
- 1.9 Whilst many factors contribute to the range of difficulties experienced by some learners, the Trust believes that much can be done to overcome them by parents and carers, staff and children working together.
- 1.10 Trust Aims
 - **High-Quality and Inclusive Education** - To provide a broad, balanced, and inclusive curriculum that meets the diverse needs of all students, ensuring equitable access and opportunities for success.
 - **School Improvement** - To implement a robust school improvement strategy that fosters the continuous enhancement of teaching and learning, leading to sustained high performance across all schools within the trust.
 - **Workforce** - To cultivate a supportive and collaborative working environment that prioritizes staff well-being, professional development and retention, enabling educators to thrive and excel.
 - **Finance and Operations** - To manage resources efficiently and effectively, ensuring financial sustainability and the optimal allocation of funds to support educational excellence and operational integrity.
 - **Governance and Leadership** - To uphold strong governance and ethical leadership that drives strategic vision, accountability and engagement with the community, ensuring decisions are made in the best interests of all stakeholders.

- **Ethos and Character Education** - To nurture a values-driven ethos rooted in respect, compassion, and integrity, fostering character development and moral leadership in all to inspire lives of purpose, service, and faith.

1.11 Trust Values

- **Uniqueness:** We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community.
- **Community:** We listen to, influence and play an active role in our communities.
- **Aspiration:** We raise standards and provide opportunity for developing talents in all areas of life.
- **Respect:** We respect and celebrate the value and preciousness of each individual.
- **Equity:** We aim to enrich the unique life opportunities for all, overcoming barriers and achieving goals.

1.12 Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.13 The Trust shall ensure that:

- pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

1.14 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

1.15 This policy also has regard to:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination;
- The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
- Working Together to Safeguard Children (2018) and Keeping Children Safe in Education.

2 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age; or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools
- 2.4 The Trust operates a graduated approach to SEND support, comprising four stages:
- 2.4.1 Quality First Teaching: All pupils receive high-quality, differentiated teaching that meets the needs of all learners. This includes differentiated learning objectives, activities and outcomes; flexible grouping arrangements; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations.
- 2.4.2 SEN Support: Additional or different provision for pupils who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; modified curriculum access; and regular monitoring and review (minimum termly).
- 2.4.3 Specialist Support: Involvement of external professionals to provide specialist assessment, advice or intervention. This may include educational psychologist assessment; speech and language therapy; occupational therapy; and specialist teaching services.
- 2.4.4 Education, Health and Care Plan (EHCP): Statutory provision for pupils with the most complex needs requiring coordinated support across education, health and social care.

3 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Headteacher of each school within the Trust.
- Each School will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEN policy and provision. The SEND Link Governor will regularly visit the school, meet with the SENCO and Headteacher and will report to the LGC on developments in the quality of provision. These colleagues are supported in their work by a Trust Inclusion Lead who oversees the quality of provision and outcomes at a strategic level.
 - The Head Teacher will work with the SENCO and to develop the SEN policy and provision within the school and the understanding of SEND by all leaders. The

Head Teacher has overall responsibility for the provision and progress of learners with SEND. The school SENCO is directly accountable to their Headteacher for the SEN provision. The Headteacher is accountable to the CEO and Trustees (and Ethos and Education Committee) for the standards achieved in their school.

- There will be a qualified SENCO in each school who is supported by access to high quality professional development
- The SENCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil student with SEND.
- The attainment, progress and wellbeing of learners with SEND is always a priority.
- Members of staff are responsible for ensuring that every learner has an equal opportunity to attain their maximum potential in all aspects of the curriculum.
- Schools will identify, assess, record and regularly review learners' progress and needs.
- Schools will implement evidence informed approaches from credible sources and seek guidance from professional bodies so that practice is high quality and aligned with the latest research.
- Schools will ensure compliance with legislation.
- The local offer is published on the school website.

SEND policies and information reports reviewed annually by Local Governance Committees and published on school and Trust websites.

- 3.2 The school will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents of pupils with SEN will be able to discuss the needs of their child with their child's teacher, the Head of Year (where appropriate) or the SENCO.

4 Identification & Assessment of SEN

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the school.
- 4.2 The school is committed to early identification of SEND through comprehensive transition arrangements with feeder settings, as well as in year transfers from other schools; baseline assessments on entry; regular progress monitoring; staff training in SEND identification; and parental and pupil voice mechanisms.
- 4.3 The assessments taken by pupils upon entry may include Cognitive Ability Tests (CATs) or Reading and Spelling tests.

- 4.4 The academy recognises four broad areas of need as defined in the SEND Code of Practice: communication and interaction (including autism spectrum conditions); cognition and learning (including specific learning difficulties); social, emotional and mental health difficulties; and sensory and/or physical needs.
- 4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Subject Leads. If a pupil has not made expected progress then interventions will be put in place. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.
- 4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A learning plan will be drawn up and copies shared with all staff concerned with the pupil's progress.
- 4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. educational psychologist) will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.9 If there are no concerns regarding the pupils' academic progress then the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching pupils on the SEN register will be made aware of the individual needs. School leaders, supported by the SEND team will help teachers to effective adaptive teaching techniques techniques to support learners with SEND and ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 Reviewing

- 5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-Bound targets (SMART) set to ensure that progress is made. These are recorded using individual provision plans or individual education plans (IEPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist services such as an Educational Psychologist.

- 5.2 Where, despite the academy having taken relevant and purposeful action, as set out above, to meet the pupil's needs and they have not made expected progress, the academy will consider requesting an Education, Health and Care needs assessment.
- 5.3 If a pupil has an Education Health and Care Plan (EHCP), an annual review is held in accordance with legal requirements.
- 5.4 If, as a result of appropriate progress, a pupil is removed from the SEN register, the pupil will continue to be monitored through the school's structured reporting programme by the pupil's teachers.

6 Complaints and Disputes

- 6.1 Parents with concerns about SEND provision in school should first discuss concerns with their child's class teacher; arrange a meeting with the SENCO if issues remain unresolved; and meet with the Headteacher if necessary.
- 6.2 If informal resolution is unsuccessful, parents may use the academy's formal complaints procedure.

7 Policy Links

This policy should be read in conjunction with:

- School SEND Policies
- School Teaching and Learning policies
- School SEND Information Reports (updated annually)
- Equality & Diversity and Inclusion Policy
- Accessibility Plans
- Behaviour Policy
- Supporting pupils with medical conditions policy