



Special Educational Needs and Disabilities Policy

February 2026

Document Type	Statutory Policy - <i>published online and available to all staff</i>
Last Revision Date	February 2026
Next Revision Date	January 2027
Owner	MET SEND Lead
Author	MET SEND Lead
Version	1.3
Status	Approved by Quality of Education Committee

Children First

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This Policy Applies to:

All Trust settings and any school converting into the Trust since the last review and approval of this policy. Where this policy states 'school' this means any of our educational establishments and the wider Trust.

Where this policy states 'Headteacher' this also includes 'Head of School' and 'Centre Manager', for Mowbray Education Trust (MET).

1. Aims

At Mowbray Education Trust we believe that all children are entitled to an appropriate and high-quality education regardless of need. All academies within the Trust share common values and an ethos of Children First. Our SEND policy aims to support school teams to realise the Trust vision and place their education and wellbeing at the centre of decision making.

This policy will advise how the settings within the Trust support and make provision for pupils with special educational needs and disabilities (SEND).

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special educational needs. In fulfilling these aims we believe that pupils will achieve their best, become confident, independent individuals living fulfilling lives and make a successful transition to their next phase of education or employment.

We aim to achieve a community where parents, those working in schools and specialists, have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for children with SEND.

Each school provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and National Curriculum are our starting point for planning quality first teaching, we also draw upon specialist frameworks such as the Autism Progression Framework and Leicestershire Small Steps, which meet the specific needs of individuals and groups of children. When planning, teachers respond to children's diverse needs by challenging children

at different levels and setting appropriate support. Some children have barriers to learning and this may mean they have special educational needs that will require particular action by the school.

Our aims are:

- To create a child-centered environment that meets the special educational needs of each pupil.
- To ensure that the special educational needs of children are identified, assessed and provided as early as possible.
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school and wider curriculums.
- To ensure that parents are fully involved in supporting their child's education.
- To ensure that the children and parent/carers have a voice in this process and are meaningfully involved in co-production of plans and outcomes.

Our objectives are:

- To identify and provide for pupils who have special educational needs and additional needs. To work within the guidance provided in the SEND Code of Practice, 2014 and the Children and Families Act, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To ensure the school has a Special Educational Needs and Disabilities Co-Ordinator (SENCo) who works to enable this policy.
- To provide support, advice and on-going training for all staff working with all pupils who may have special educational needs.

At some settings in the Trust there are specialist SEND provisions which provide for communication and interaction, cognition and learning needs and social emotional and mental health needs. The application criteria for these settings are different to the Schools Admissions Policy agreed criteria and pupils are placed by the local authority.

2. Legislation and Guidance

This policy and the school's Information Reports are based on the statutory guidance contained in:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
 - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
 - [Equality Act 2010 Advice for Schools](#) And the procedures stated in local policies.
 - 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.
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0–25 Code of Practice states that a child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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.

This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age, however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all children identifying where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

The academy operates a graduated approach to SEND support, comprising four stages:

- Quality First Teaching: All [pupils/students] 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.
- SEN Support: Additional or different provision for [pupils/students] 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).
- 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.
- Education, Health and Care Plan (EHCP): Statutory provision for [pupils/students] with the most complex needs requiring coordinated support across education, health and social care.

4. Roles and Responsibilities

4.1 The SENCO

Each school has a Special Educational Needs Co-Ordinator (SENCO). In larger schools there may be an additional assistant SENCO and in some schools they may share a SENCO. The contact details for the SENCO will be found in the school's Information Report.

SENCOs will:

- Work with the headteacher, MET SEND Lead and SEND link Trustee to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Link Trustee

The SEND Link Trustee will:

- Help raise awareness of SEND issues at trust board meetings.
- Maintain oversight and gain assurance of the quality and effectiveness of SEND provision with the Trust and update the Quality of Education Committee on this.
- Work with the headteachers, SENCOs and Trust leaders to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteachers

The headteachers will:

- Work with the SENCOs, MET SEND Lead and SEND link trustee to determine the development of the SEND information report and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND within their setting.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy.

5. Identification and Assessment of SEN

Information about previous special educational needs will usually accompany pupils upon entry 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 academy.

The Trust and its academies are committed to early identification of SEND through comprehensive transition arrangements with feeder settings; baseline assessments on entry; regular progress monitoring; staff training in SEND identification; and parental and pupil voice mechanisms.

Each school 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.

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.

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 pupil. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the pupil's progress.

If a parent/carers refers their child to the academy 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 the paragraphs above.

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.

If there are no concerns regarding the pupil's academic progress, then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

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 students will be involved in developing and reviewing support plans/strategies.

All staff teaching pupils on the SEN register will be made aware of the individual needs. Directors of subject and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's Professional Development Programme.

6. SEND Information Report

Each school will complete and publish a SEND information report. This will contain the following information and be available to view on the school website.

- Identifying pupils with SEND and assessing their needs.
- Consulting and involving pupils and parents.
- Assessing and reviewing pupils' progress towards outcomes.
- Supporting pupils moving between phases and preparing for adulthood.
- Our approach to teaching pupils with SEND.
- Adaptations to the curriculum and learning environment.
- Additional support for learning.
- Expertise and training of staff.
- Securing equipment and facilities.
- Evaluating the effectiveness of SEND provision.
- Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.
- Support for improving emotional, mental and social development.

- Working with other agencies
- Complaints about SEND provision.
- Contact details of support services for parents of pupils with SEND.
- Contact details for raising concerns.
- The local authority local offer.

The SEND information report will be reviewed annually by the SENCo and Headteacher of each school.

7. Monitoring Arrangements

This policy will be reviewed by the MET SEND Lead **every year**. It will also be updated if any changes to the information are made during the year.

The policy will be approved by the Quality of Education Committee.

8. Complaints and Disputes

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 [Principal/Head Teacher] if necessary.

If informal resolution is unsuccessful, parents may use the academy's formal complaints procedure.

9. Links with Other Policies and Documents

This policy links to our policies on:

- MET SCH Accessibility plan
- Behaviour
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Supporting Children with Medical Needs Who Cannot Attend School
- MET Safeguarding Policy

Log of Changes to Policy				
Version	Page	Change	Approver	Date
1.0	2	Addition of 'Iveshead School'	JW	Jan 22
1.1	3	Change of wording from; When planning, teachers set suitable learning challenges and respond to children's diverse learning needs by differentiating work appropriately with a suitable level of support and challenge. To; When planning, teachers respond to children's diverse needs by challenging children at different levels and setting appropriate support. Change of wording from; provide for moderate to severe needs. To; provide for communication and interaction and cognition and learning needs.	JW	Jan 24
	5	Removal of Primary from the Schools admissions policy to include provision at IVH. Removal of bullet point "the kinds of SEND that are provided for"		
1.2	3	Addition of engagement with support from Autism Progression Framework and Leicestershire Small Steps Inclusion of reference to 2014 and the Children and Families Act, 2014. Change of wording to align with offers within the trust and admissions criteria from At some settings in the Trust there are specialist SEND provisions which provide for communication and interaction, cognition and learning needs. The application criteria for these settings are different to the Schools Admissions Policy agreed criteria. At some settings in the Trust there are specialist SEND provisions which provide for communication and interaction, cognition and learning needs and social emotional and mental health needs. The application criteria for these settings are different to the Schools Admissions Policy agreed criteria and pupils are placed by the local authority.	JW	Dec 24
		Tweak wording to include oversight and assurance for role of Link Trustee.	ELGC	Feb 25

1.3	2	Updated introduction to clarify scope and terminology.	G&CD	Jan 26
	2	Strengthened Aims section to emphasise Trust values, collaboration and co-production.		
	2	Added reference to Autism Progression Framework and Leicestershire Small Steps.		
	3	Updated Legislation and Guidance to include Equality Act 2010, GDPR and safeguarding guidance.		
	4	Introduced clearer explanation of the graduated approach to SEND support.		
	5	Added new section on Identification and Assessment of SEND.		
	4	Expanded Roles and Responsibilities for SENCOs, Trustees, Headteachers and staff.		
	7	Added section on complaints and disputes relating to SEND.		
	1-7	Minor wording and structural updates for clarity and consistency.		