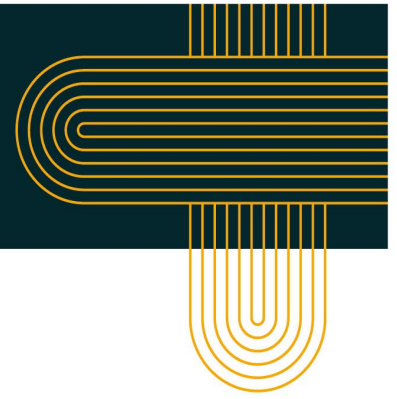




The GORSE Academies Trust Special Educational Needs and Disability (SEND) Policy

Designated Teacher:

Reviewed by:

Date:

Version

Director of Inclusion/SENDCo

Governors Policy Committee

September 2026

1.6

SEND POLICY

1. PRINCIPLES

- 1.1. We are committed to inclusion and will promote high aspirations and expectations for all students. Every individual student is valued, and their achievements are celebrated. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This establishment endeavours to advance equality of opportunity and foster good relations for all.
- 1.2. We support the entitlement of all students to a broad and balanced curriculum which enables them to make progress.
- 1.3. We will support every student to achieve their maximum potential by identifying and meeting their needs and by helping them to overcome potential barriers to learning.
- 1.4. We will encourage all students to become confident individuals who can make successful transition into adulthood, whether into employment, further or higher education or training.

1.5. GORSE values

At the centre of our work are our GORSE values which underpin everything we do within the trust: diligence, integrity, rectitude and kindness. These values are important, and we expect all professionals to exemplify those values through their behaviour and to act as ambassadors for those values on a day-to-day basis.

Diligence – we expect all professionals, through the thoroughness of their work, to minimise the opportunity for errors at all levels of the organisation. We view being diligent as an essential characteristic of all professionals as it reduces the burden of work on others and ensures that the trust further develops its reputation as an employer renowned for the accuracy and quality of its work.

Integrity – we seek to ensure that all professionals operate to the highest level of integrity. Great organisations are built upon people who are honest and uphold strong moral principles.

Rectitude – the quality of rectitude links carefully to the importance of integrity and emphasises qualities around probity, decency and the trait of thinking and behaving in a correct and honest way. We expect all our colleagues to do the right thing, even when there would be no obvious personal consequence of not doing so.

Kindness – as a trust we seek to be considerate and generous of spirit in all that we do and recognise that when we lack diligence, integrity and rectitude we often cause an increase in workload or anxiety for others. Our kindness works on a personal level and includes looking to be supportive and appropriately challenging in an honest and transparent manner, rather than speaking about people behind their backs. Our language is also a key indicator of our kindness; it is sacred to us

as a trust to talk to and about every member of our community, and those outside our community with whom we engage, with appropriate compassion, sensitivity and empathy. We never speak about any individual in an unkind or disparaging manner.

2. LEGISLATION

2.1. This policy takes account of:

- SEND Code of Practice: 0-25 years. (Statutory guidance for organisations who work with and support children and young people with SEND) (April 2015)
- The SEND Regulations (2014)
- The SEN (Personal Budgets) Regulations (2014)
- Children's and Families Act (2014)
- Education Act (2011)
- The Equality Act (2010)
- School Discipline (Students Exclusions and Reviews) (England) Regulation (2012)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)
- School Admissions Code (2014)
- Supporting Students in Schools with Medical Conditions (updated 2017)
- Mental Capacity (Amendment) Act Code of Practice (2019)

2.2. The Trust ensure our safeguarding responsibilities in accordance with:

- Working Together to Safeguard Children (March 2026)
- Keeping Children Safe in Education (KCSiE - September 2026)

2.3 The following policies are relevant:

- Safeguarding & Child Protection
- Supporting Students with Medical Needs
- Positive Behaviour & Discipline
- Permanent Exclusion and Suspensions
- Intimate care
- Establishment Accessibility Plan
- Equality Statement
- Establishment SEND Information Report
- Admissions
- Health & Safety

3. OBJECTIVES OF THE POLICY

3.1. By following this policy, we will ensure that:

- #### **3.1.1.**
- All staff will take responsibility for the identification, teaching and inclusion of students with a special educational need and/or disability (SEND) as an integral part of raising standards.

- 3.1.2. All students will be identified and supported through cooperation and partnership with parents/carers and outside agencies in line with guidance in the SEND Code of Practice: 0-25 years.
- 3.1.3. All students and parents/carers will be fully included in the educational and social life of the Trust establishment and students will be involved in the development of their own learning.
- 3.1.4. All students will be supported so that they can progress and reach positive destinations in adult life. This includes higher education, further training and employment, independent living, achieving good health and participating in the community.

4. POLICY DEFINITIONS

- 4.1.1 Children and young people in education from the ages of 0-25 are referred to as students for the purpose of this policy.
- 4.1.2 Students have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Students have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of students of the same age; or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age within the area of the local education authority.
- 4.1.3 Students **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.
- 4.1.4 Special educational provision means:
For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the Local Authority (LA) or Academies, other than special schools, in the area.
- 4.1.5 A person has a disability if:
They have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy and cancer. (See Chapter 1, Section 6, The Equality Act 2010)
- 4.1.6 Students with medical conditions:
A student who has a medical condition will have an individual healthcare plan, which will specify the level of support required to meet their medical needs. This student may not necessarily have SEND but there may be an overlap of provision. Where

this student also has SEND, support for their needs this will be co-ordinated and planned alongside their healthcare plan. (The Children and Families Act 2014, Supporting Students at School with Medical Conditions, DfE, September 2014 (updated 2017))

5. ROLES AND RESPONSIBILITIES FOR COORDINATION OF SEND PROVISION

5.1. The Local Governing Body is responsible for:

- 5.1.1. Ensuring the implementation and monitoring of the SEND Policy.
- 5.1.2. Having regard for the SEND Policy and Code of Practice when carrying out its duties towards all students with SEND.
- 5.1.3. Ensuring that the Special Educational Needs and Disability Coordinator (SENDCo) holds qualified teacher status (6.84 SEND Code of Practice 2015) and is suitably qualified. From September 2024, all SENDCos need to undertake the NPQSEND qualification and complete the training within three years of appointment if they have not completed or started the NASENCO qualification.

Colleges are exempt from this legislation.

- 5.1.4. Publishing arrangements for the admission of disabled students, the steps we take to prevent disabled students from being treated less favourably than those who are not, the facilities we provide to enable access to the Trust establishment and how we can plan to improve access over time.
- 5.1.5. Ensuring the Trust establishment provides support for all students with SEND, including the funding of SEND provision.
- 5.1.6. Monitoring and reviewing progress of SEND students.
- 5.1.7. Ensuring SEND is considered when updating its School Evaluation Form (SEF) and Academy Improvement Plan (AIP).
- 5.1.8. Ensuring there is a nominated SEND Governor as a primary link between the Special Educational Needs and Disability Coordinator (SENDCo) and the Governing Body.
- 5.1.9. Ensuring that an up to date SEND Information Report is published on the Trust establishment website, together with a link to the local authority's SEND Local Offer. **(details as specified in the SEND Code of Practice 2015).**
- 5.1.10. **Ensuring that an Inclusion Strategy is published on establishment websites by 31 December 2026 and updated annually.**
- 5.1.11. Participating in appropriate training.

5.2. The Principal is responsible for:

- 5.2.1. The overall management of the policy and provision for SEND students.
- 5.2.2. Ensuring that SEND is considered in relation to the SEF and AIP.

- 5.2.3. Monitoring and reviewing progress of SEND students.
- 5.2.4. Acting as an advocate for SEND students.
- 5.2.5. Ensuring the curriculum meets the needs of SEND students.
- 5.2.6. Consulting with the Local Authority and other relevant parties where it is appropriate to deliver a co-ordinated approach to SEND provision.
- 5.2.7. Ensuring the SENDCo is compliant with statutory training requirements (see 5.1.3)
- 5.2.8. Ensuring all staff are suitably trained to meet the needs of students with SEND

- 5.3. **The SENDCo and Inclusion Leader/Director of SEND are responsible for:**
 - *See individual Trust establishment website for named SENDCo/ Inclusion Leader/Director of SEND
 - 5.3.1. Working closely with the Principal to manage and co-ordinate the day-to-day operation of provision for students with SEND, including those who have an Education Health and Care Plan (EHCP).
 - 5.3.2. Identifying students who may need SEND provision using specific criteria.
 - 5.3.3. Monitoring and reviewing progress of SEND students.
 - 5.3.4. Liaising and sharing information with parents/carers and external agencies regarding SEND students, as specified in the SEND Code of Practice (April 2015).
 - 5.3.5. Have due regard to KCSiE and, where necessary liaise with the designated safeguarding lead (DSL), the Attendance Champion, key pastoral staff and with the Designated Teacher for Children Looked After (CLA) when providing SEND provision and/or advice for these vulnerable students.
 - 5.3.6. Liaising with key members of the safeguarding team and pastoral staff when a student with SEND and/or an EHCP is dual registered or attending alternative provision to ensure that the needs of these individual students are supported consistently.
 - 5.3.7. Liaising with and assisting staff responsible for teaching and supporting SEND students.
 - 5.3.8. Informing colleagues about updated information with regards to SEND students.
 - 5.3.9. Liaising with the designated SEND Governor to share information and report progress of SEND students.
 - 5.3.10. Managing the SEND support staff, including Higher Level Teaching Assistants (HLTA), HLTA Designate and Teaching Assistants (TAs) and co-ordinating non-teaching staff to deliver intervention and work towards targets as appropriate.
 - 5.3.11. Supporting the assessment process for SEND students.
 - 5.3.12. Comply with statutory training requirements (see 5.1.3)
 - 5.3.13. Providing professional guidance and continuous professional development for colleagues.

- 5.3.14. Co-ordinating and planning for transition and the transfer of SEND information to ensure that students are supported at every stage of their education and are prepared for adulthood.
- 5.3.15. Permission should be sought from students transitioning to POST-16 providers to transfer SEND information (this does NOT apply to students with an Education, Health and Care Plan (EHCP). The need for consent regarding SEND information is also relevant to any transitional information passed onto an apprentice provider.
- 5.4. The teachers of SEND students are responsible for:**
- 5.4.1 Pre- and post-learning liaison with the teaching assistant.
- 5.4.2 Providing high quality teaching, which includes personalised planning and adapted resources to meet the needs of all students with SEND.
- 5.4.3 The inclusion of the student within the classroom and ensuring access.
- 5.4.4 Monitoring and reviewing progress.
- 5.4.5 Facilitating the student to make progress.
- 5.4.6 Identifying students who may need additional intervention and liaising with the SENDCo.
- 5.4.7 Maintain Interaction/Personalisation plans.**
- 5.4.7 Participating in appropriate training.
- 5.4.8 The HLTA/HLTA Designate/TA will support the teacher in delivering the above provision to ensure that every student makes exceptional progress.
- 6. ADMISSION ARRANGEMENTS**
- 6.1. We aim to ensure equal opportunities for students with SEND.
- 6.2. Further information can be found in the individual establishment's Admissions Policy.
- 7. INFORMATION ABOUT THE TRUST'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SEND**
- 7.1. Identification and assessment of students' needs**
- 7.1.1. The Trust has a responsibility for the identification and assessment of students' needs in line with the guidance outlined in SEND Code of Practice, 2015. Teachers are responsible and accountable for the development and progress of the students in their classes, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:
- Providing teaching that is of a high quality.
 - Regularly assessing our students' progress and targeting areas of difficulty.
 - Adjusting work for students who need this.

As necessary, we also regularly review the quality of teaching for all students including those at risk of under-achievement. If a student continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will utilise specific assessment tools that allow us to explore in a more targeted way whether a child has a specific learning need. If it is decided that a student has SEND and requires special educational provision (provision that is additional to and different from that which is available to other students at the establishment) they will be added to the SEND register under the category of SEND Support. Parents will always be informed when this happens. The provision given at SEND support will be individual to each child. We involve parents/carers in decisions about the support to be provided for their child by inviting them to discuss and contribute to the development of the provision provided. Termly provision map meetings will be held to set, and review SEND specific targets. Additional meetings with the SENDCo may be held as appropriate. The School will support most students with SEND at SEND Support. However, some students with more severe, complex and long-term SEND may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEND Support. If we feel this is the case, we will discuss this and work in co-production with parents. Parents can also contact the SENDCo if they feel their child might need an EHC Plan. EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment.

- 7.1.2. The identification and assessment of SEND students will usually have been completed by the school from which they are transferring, and the transition and assessment process will be managed based on the initial information available.
- 7.1.3. Any subsequent provision which may be required will be in consultation between the Trust establishment, the student and their parents/carers and any external agencies, where appropriate.

7.1.4 **Coming off the SEND Register**

A pupil will be removed from the SEND register, in consultation with parents/carers if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage. Following the Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

7.2. **Inclusion of students with SEND**

- 7.2.1. It is the responsibility of the class teacher to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

- 7.2.2. In order to meet the requirements of the Children's and Families Act, 2014 and in line with the guidance in The Equality Act 2010 we will not treat disabled students less favourably.
- 7.2.3. We will have regard to the requirements as identified under The Equality Act 2010, to promote equality and positive attitudes towards disabled people, eliminating discrimination.

7.3. Access to the curriculum

- 7.3.1. The broad and balanced curriculum for students with SEND is appropriately adapted and personalised according to need.
- 7.3.2. Students may at times need additional support to remove barriers to learning which may be supported by pastoral support members of staff (e.g. Teaching Assistants) as well as other members of staff, if appropriate.
- 7.3.3. It is everybody's responsibility to be aware of and to support the needs of those SEND students with whom they are involved.

7.4. Allocation of resources for students with SEND

- 7.4.1. Resources will be allocated through the use of available funding to meet the needs of students. Please refer to the establishment's SENDCo/ Inclusion manager or leader for further information. The published Inclusion Strategy (From 31 December 2026) provides further information on the allocation of resources.

7.5. Monitoring and evaluating the success of provision for students with SEND

- 7.5.1. This will be done through:
- The monitoring of positive achievement, sanctions and attendance data.
 - The monitoring of progress and attainment identified through Assessment Point (AP) data.
 - SENDCo termly review and monitoring of student progress using all available information, which may include Individual Education Plan (IEP) targets, Student Passport targets, AP data, behaviour and attendance data.
 - Reviewing progress made in achieving SEND priorities identified by the Inclusion Advisory Team (IAT) or the Area Inclusion Partnership (AIP).
 - Monitoring resources allocated to SEND students.
 - Local Governing Body meetings considering the progress and performance, finance and provision for students with SEND.
 - Direct feedback from parents/carers and students.
 - Utilising the TGAT SEND Review Tool to provide an overview of provision.

7.6. Students with an Education, Health and Care Plan

- 7.6.1 The Trust establishment will ensure the effective transition for all students in receipt of an EHCP.
- 7.6.2 The Trust establishment will ensure that these students receive the provision to which they are entitled and that all staff are aware of those students' needs.
- 7.6.3 The Trust establishment will ensure EHCP review meetings are held with regard to statutory guidance.

8. INFORMATION ABOUT THE TRUST'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE ACADEMY

8.1. In service training

- 8.1.1. The Trust has a commitment to ensure that all staff development in the area of SEND effectively meets the needs of staff to benefit students.
- 8.1.2. Internal and outside agency training will be arranged as required.

9. LINKS TO SUPPORT SERVICES

- 9.1 Links and partnerships are developed with external agencies to provide support and advice, to enable the Trust to meet student needs effectively.

- 9.1.1 Progress for SEND students will be tracked and monitored and the following agencies (please note that this is not an exhaustive list) may be contacted to provide support to SEND students, normally via the SENDCo or pastoral staff members, where appropriate:

- Child and Adolescent Mental Health Service (CAMHS)
- Families First
- Complex Needs Team and Educational Psychology
- Educational Service for Physical Disability
- Hearing Impaired Service
- Multi-systemic Therapy Team (MST)
- Occupational Therapy Service
- Children's Physiotherapy Service
- School Nursing Team
- Inclusion Advisory Team (IAT)
- Special Education Needs Statutory Assessment & Provision (SENSAP)
- Sensory Service Visual/Hearing Impairment Team
- Children's Social Work Services (CSWS)
- Child Health and Disability (CHAD) Social Work Team

- Targeted Youth Service – Leeds
- Scope Leeds
- Barca Leeds
- Speech, Language and Communication Therapy Service
- Gypsy Roma Traveller Education Team
- OASIS/ ABC
- Housing Support Team (specific to locality)
- Paediatrician/Optician

9.2 **Working in partnership with parents/carers**

- 9.2.1 We welcome and actively encourage all parents/carers to participate in their child's educational progress.
- 9.2.2 We will actively involve students and parents/carers in decision making, the planning of support and review of provision for students with SEND and maintain records of discussions.
- 9.2.3 We will ensure that parents/carers are aware of the Leeds Local Authority Local Offer and signpost parents/carers to support available from universal services targeted and specialist services for students with SEND.
- 9.2.4 We will signpost parents/carers to SENDIAS, the impartial information and advice service for SEND
- 9.2.5 We will ensure that students are central to decision making about their needs and that they are empowered to express wishes and viewpoints about their own future.

9.3 **Raising of Concerns**

- 9.3.1 Parents/carers can discuss SEND concerns with the SENDCo or relevant member of staff.
- 9.3.2 Should a parent/carer feel that their concerns have not been addressed to a satisfactory conclusion, these can be escalated to a member of the senior leadership team for appropriate consideration.
- 9.3.3 Should concerns still not be resolved, parents/carers should refer to the Trust's Complaints Policy (for exemptions see 9.3.4 below).
- 9.3.4 If the concern relates to the timescales or outcome of an EHC assessment of need through the MAP (Multi Agency Panel) process, parents/carers should be signposted to SENSAP Leeds: Issues, complaints and resolving disagreements via sensap@leeds.gov.uk 0113 3951030

9.4 Links with other schools, colleges, and education providers

- 9.4.1 We foster strong links with feeder schools, further education colleges, universities, employers, and apprenticeship providers, helping to ensure smooth transitions and transfer of information for students with SEND.
- 9.4.2 For students with an EHCP, the SENDCo will support effect transition and attend EYFS (Early Years Foundation Stage), Year 6 and Year 11 annual reviews, where appropriate.
- 9.4.3 We will ensure that SEND students achieve long term outcomes by providing independent careers advice and by working together with further/higher education providers and employers to provide support and guidance for transition to post-16 and into adulthood.

10. SUMMARY

- 10.1. It is the Trust's aim to remove barriers to learning for all students with SEND in its care.
- 10.2. Implementation of this policy will support the effective inclusion of students with SEND through raising achievement and enabling participation in the full life of the establishment.

This policy should be read in conjunction with the Trust establishment SEND Information Report

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