

Bishop Bewick Catholic Education Trust

Policy Title:	**SEND (Special Educational Needs and Disabilities) Policy**
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Approved by:	**Trust Board**
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Applies to:	**All school & Trust settings**

Change log:

Version	Author	Date	Approved by	Change
1	SEND Lead	Jan 2023	Trust Board	Original
1.1	SEND Lead	Feb 2025	Trust Board	Minor updates and reference to guidance document 'Key Features of Excellence in SEN Provision'

SEND (Special Educational Needs and Disabilities) Policy

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1. Statement of Intent

1.1 This policy sets out the vision and principles for children and young people with SEND (Special Educational Needs and Disabilities) and our expectations for all our academies across the Trust. The curriculum and local offer for pupils with SEND within each school can be found on the school websites, within their SEN (Special Educational Needs) information Reports.

2. Definitions

2.1 Special Educational Needs (SEN)

2.1.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2.1.2 A child or a young person of compulsory school age 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 or mainstream post-16 institutions.

2.1.3 For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

2.1.4 NOTE: A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be

taught is different from a language (or form of language) which is or has been spoken at home (Children and Families Act 2014).

2.2 Disability

2.2.1 Many children and young people who have SEN may have a disability. This is defined within the Equality Act of 2010 as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This may include long-term health conditions like diabetes, epilepsy diabetes, or sensory impairments like hearing, vision, or multi-sensory impairment.

2.2.2 Not all young people who have a disability have special educational needs, but reasonable adjustments must be made in schools to ensure that all with disabilities are not disadvantaged in any way.

3. Legislation and Guidance

3.1 This policy is compliant with the following relevant pieces of legislation:

- The Special Educational Needs and Disability Code of Practice 2015 (CoP)
- The Equality Act 2010
- The Children and Families Act 2014, Part 33
- The Special Educational Needs and Disability Regulations 2014

4. Scope

4.1 This policy applies to all staff employed across the Bishop Bewick schools and is additionally of relevance to all Governors and Trustees.

5. Policy Statements

5.1 Core Values

The core values of our Trust are:

- A great education has the power to transform lives
- Love your neighbour as yourself
- Together we have to be greater than the sum of our parts
- Everyone is valued and cared for as if one family
- We believe every individual is unique and has their own purpose in life

Within these statements lies the underpinning principle of 'each and every' child and young person. As a Trust we will provide inclusive and welcoming schools where all can thrive, make great progress from their starting points and be well prepared for the next steps in their lives.

5.2 What the Trust will ensure:

We will ensure that across the Trust:

5.2.1 Partnership working is strong; with parents/carers and children and young people themselves playing full and active roles in understanding and meeting needs, taking into account their feelings, wishes and views.

5.2.2 The excellent practice that exists is shared with others to ensure consistency and equality of opportunity.

5.2.3 Schools work together to improve provision and outcomes for children and young people with additional learning needs, encouraging the uniqueness of each child.

5.2.4 SEND provision follows a graduated approach to support (Assess, Plan, Do, Review) which is articulated in a guidance document 'Key Features of Excellence in SEN Provision' February 2025.

5.2.5 School improvement is undertaken in a supportive way through trusting and generous relationships, following the collective understanding of the characteristics of an excellent Catholic school, as defined in the Trust document

5.2.6 Schools are supported with succession planning and the identification of talent in leadership of SEN provision.

5.2.7 Schools work closely with local authorities including the local authority in which the school is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.

5.2.8 All schools have procedures and staff in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

5.3 How we will ensure support for our schools

We will ensure that there are systems in place which:

5.3.1 Connect schools to collaboratively self-evaluate and action plan around strategic change for SEND.

5.3.2 Provide a strong community of practice for SENCos (Special Educational Needs Coordinator), with support and mentoring opportunities.

5.3.3 Provide a core offer for leaders of SEND across our schools.

5.3.4 Support and guide schools via SEN Reviews and bespoke offers when needed.

5.3.5 Draw on the expertise of staff across the Trust to address school effectiveness priorities.

5.3.6 Continually evaluate and assess what schools need, considering new opportunities as they arise.

5.4 What our schools will do

All schools will:

5.4.1 Ensure that children, young people, and their families are involved in making informed and appropriate decisions to best meet individual needs.

5.4.2 Ensure that decision making at the highest levels in schools always takes into account consideration of those with special educational needs, and that there is a sound understanding of the need to make reasonable adjustments.

5.4.3 Ensure that children and young people with SEN have a voice in schools.

5.4.4 Ensure that all children and young people are provided with the tools and strategies to make good progress against individual targets and make academic progress at their level.

5.4.5 Deliver a graduated approach ensuring that the needs of all children and young people are met through high quality teaching, which is adapted according to individual need, and to scaffold the learning of individuals so that schools achieve excellence and strong outcomes for all.

5.4.6 Make every effort to identify additional needs as soon as they arise and intervene at the earliest possible point, keeping aspirations high. To do this, they will ensure that staff are effectively trained, and are able to offer timely intervention

5.4.7 Ensure the involvement of external agencies to assess and advise on need at appropriate points.

5.4.8 Take conscious actions to support preparation for adulthood, preparing children and young people for the next steps in their education of life beyond school.

5.5 Working with partners

5.5.1 Schools across the Trust will work with Local Authorities other specialist services including Health, Social Care and from the voluntary sector to support improving outcomes for individual children and young people with SEND. These specialist services might include speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

6. Training

6.1 Schools will ensure ongoing training is available to all staff to maintain the highest standards of teaching and learning for pupils with SEND.

6.2 The Trust will ensure a central offer is in place to promote best practice and the sharing of expertise across the community.

7. Responsibilities

The following responsibilities apply in relation to this policy:

7.1 Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENCO within their school.

7.2 Headteachers are responsible for enabling the SENCO to work strategically within their school to ensure the best possible education for learners with SEND. This includes allocating time to carry out the role effectively (CoP Section 6.91), and enabling an SEN lens on whole school decision making (CoP Section 6.87).

7.3 Together, Heads and SENCOs are responsible for ensuring the education within the school is compliant with the Bishop Bewick SEND Policy, as well as supporting parents and carers and the pupils in meeting their responsibilities.

7.4 SENCos have responsibility for day-to-day operation of the school and trust SEN Policy, and for the coordination of specific provision for individual pupils with SEN, whether they have EHCPs (Education, Health, and Care Plans).

7.5 Teachers are responsible for working in line with the DfE (Department for Education) Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.

7.6 Trustees and the Executive Leadership Team have overall responsibility for the implementation and approval of this policy.

8. Monitoring, Compliance and Review

8.1 Headteachers will monitor compliance with the Trust SEND policy within their schools.

8.2 Where another party has cause to raise a complaint under this policy, in the first instance resolution should be sought with the individual school concerned under their complaints procedure.

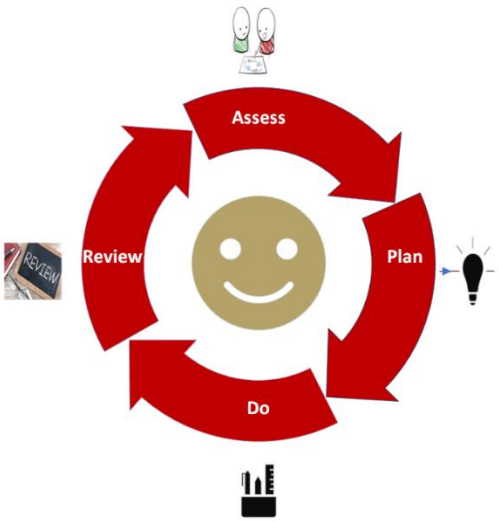
8.3 The policy will be reviewed annually from the date of initial approval, considering any legislative changes or guidance produced by the DfE (Department for Education).

Appendix 1

The Graduated Approach to Meeting Special Educational Needs

The approach that schools must use in supporting children and young people with special educational needs and disabilities is clearly defined within the SEND Code of Practice (Sections 6.36 to 6.62).

This graduated approach consists of a four-part cycle through which earlier decisions are revisited, refined, and revised, leading to a growing understanding of the pupil's needs and of what supports them in making good progress and securing good outcomes. The four stages of the cycle are: Assess, Plan, Do, Review.



The graduated approach operates at whole school level. Teachers are continually assessing, planning, implementing, and reviewing their approach to teaching all children. Where a potential special educational need has been identified in a child or young person through tracking of progress, the cyclical process becomes more personalized. So, via ongoing assessment, a teacher will develop an understanding of the barriers to learning that exist, and to the gaps that are emerging.

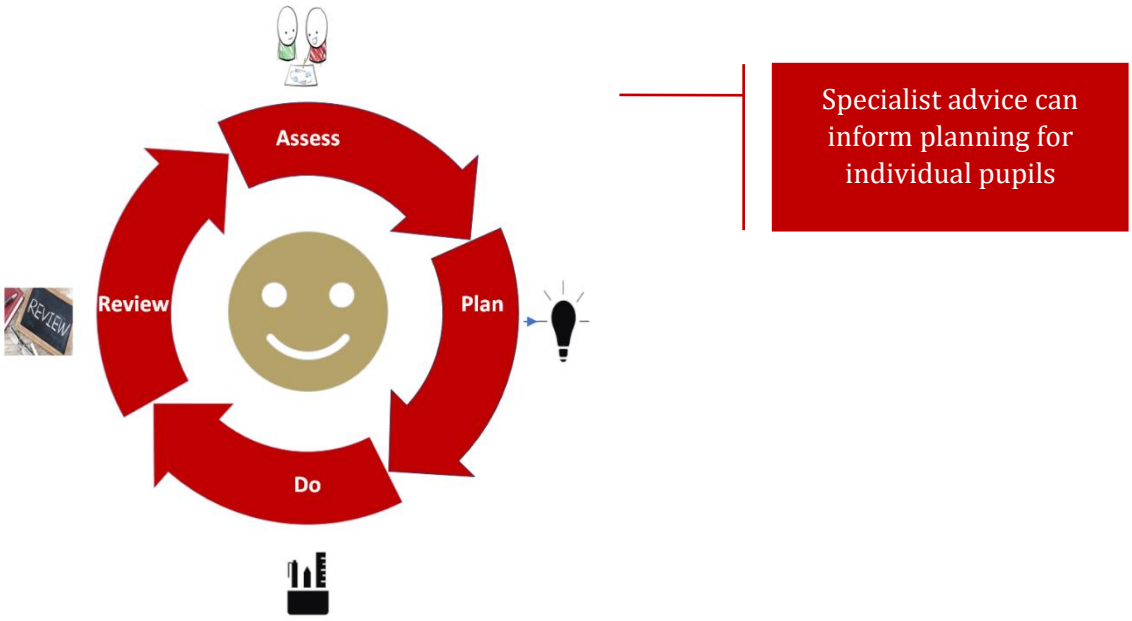
They will **plan** what strategies they will use to try and overcome these barriers, use/**do** them, and **review** the progress that is made over time. Parents/carers play a key part in planning support through their understanding of their child; communication systems should be clear and transparent.

Throughout this process, teachers will benefit from the expertise of the school SENCo who will:

- support with advice on classroom strategies and the environment

- carry out more specialist assessments when needed
- consider the range of interventions a child or young person may require and working with the child/young person, their family and teacher plan the provision required
- make referrals to specialist external agencies as needed.

Cycles of support will be implemented over time, with changes made to the provision based on the results of reviews. **This is SEN Support.** For some pupils, referrals to external services will be made, and their advice to schools will help to inform the cycles of support. These services might include Speech and Language Therapy, Occupational Therapy, Educational Psychology, Mental Health teams etc.



If a learner is unable to make progress or access learning despite being supported in this way over a number of cycles, then it might be appropriate for a request for an EHC (Education, Health, and Care) assessment to be submitted to the relevant local authority. Evidence of this school-based SEN support will be required so that decisions can be made appropriately and in a timely way.