Special Educational Needs and Disabilities Policy

Approved by:	TCAT Trust Board	**Date:**	October 2025
Last reviewed on:	October 2025		
Next review due by:	October 2027		

1. DEFINITIONS

1.1 “Trust” – this refers to the multi-academy trust (MAT).
1.2 “Board of Trustees” – this refers to the MAT Board of Trustees, who have ultimate responsibility for governance.
1.3 “Local Governing Body” – this refers to the local governing body, which has delegated powers from the Board of Trustees in relation to governance for their academy. The members of the local governing body are the “local governors”.
1.4 “Academy” – this refers to the individual academy.
1.5 “We/Us” – this refers to all employees and stakeholders within the MAT.
1.6 “Department for Education” – this refers to the Government’s Department for Education.
1.7 “Local Authority” – this refers to the academy’s local authority, based on its location within England. This may be a county, unitary authority, metropolitan borough or London borough.
1.8 “SEND” · 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.
1.9 “ARPs” Additionally Resourced Provisions - local authority funded provision to meet the needs of children with SEND

* The abbreviations SEND and SEN are used interchangeably as in the Code of Practice. The D refers to children and young people who have disabilities. They may or may not have special educational needs. There are no clear guidelines regarding when to use one or the other. Our policy is to use them consistently in line with DfE usage.

2. INTRODUCTION

This policy has been implemented to reflect the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014). It sets our vision and principles for children and young people with SEND*. It also sets out our expectations for all our academies regarding joint working with parents, local authorities and our health and social care partners. These expectations will ensure we are following both the letter, and the spirit of the SEND reforms and serve to improve outcomes for young people.

3. VISION

Our vision for children and young people with special educational needs and disabilities is the same as for all children in our academies. We aim to provide outstanding education to all children and young people. Our vision is underpinned by the following core values

- To celebrate diversity in all its forms
- To always act with integrity and fairness
- To be inclusive in our approach to learning

We aspire to be fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender or sexuality. Through successful implementation of this policy, the Trust aims to ensure access for all to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

4. POLICY STATEMENT

The TCAT SEND Policy operates in conjunction with the following MAT policies:

- TCAT Data Protection Policy
- TCAT Exclusion Policy
- TCAT Safeguarding and Child Protection Statement
- TCAT Equality and Diversity Policy

This policy operates in conjunction with the following individual school policies:

- Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Information Report

This policy has been written with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) January 2015;
- Ofsted Inspection Framework September 202**5**
- Equality Act 2010;

5. OUR MODEL

Within our academies each individual Headteacher/Principal has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of delegation to the Local Governing Body in each school. On the Board of Trustees there is a designated SEND Link Trustee, and within each Local Governing Body there is SEND Link Governor ensuring clear lines of sight between the Trust Board and the Local Governing Body.

Individual Academies will:

- Appoint a Special Educational Needs & Disability Co-ordinator (SENDCo) – A designated teacher in each school who has, or is working towards, a recognised NASENCO qualification, or from September 2024 a National Professional Qualification (NPQ) for SEND.
- Appoint suitably trained and experienced SEND leaders who are responsible for the day-to-day operation of their individual SEND policy.
- Ensure their academy's SEND policy is in line with the Trust wide overarching SEND Policy whilst reflecting contextual practices including any Additional Resources Provision on site.

SEND leaders in each academy will:

- Co-ordinate the day to day running of their SEND policy and provision in school.
- Consult and liaise with staff, parents and carers, the MAT, external agencies

and appropriate professionals.
- Ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEN register.
- Produce an Annual SEND Report to the Local Governing Body following the guidance from the 2015 SEN Code of Practice.

The Board of Trustees will:
- Ensure that SEND provision is an integral part of the MAT development plan.
- Have regard for the requirements of the SEND Code of Practice 2015.
- Be fully informed about SEND issues, by feedback from the CEO and Link Trustee~~,~~ so that they can play a part in the academy's self-evaluation process.
- Set up appropriate staffing and funding arrangements and oversee each academy's work for students with SEND.
- Ensure that the quality of SEND provision is regularly monitored including external audits and validation.

6. WORKING ACROSS EDUCATION, HEALTH AND CARE
- The MAT will work jointly with education, health and care bodies and professionals to secure effective outcomes for young people in our academies.
- Each academy will cooperate with the relevant local authority in developing and reviewing its local offer.
- Each academy will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.
- The MAT will work with our academies, local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

7. PROCEDURES: EARLY YEARS AND NURSERY PROVISION
- Our Early Years and Nursery providers will ensure that screening procedures are in place to identify children with SEN to ensure early identification and to ensure that they receive the support they need. In our academies children with SEN will be educated alongside children who do not have SEN.
- We shall inform parents/carers when we are considering making special provision for a child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- We shall adopt a graduated approach with four stages of action: assess, plan, do and review as set out in the SEND Code of Practice 5.36-5.46.
- All academies have procedures in place to support effective transition including the timely transfer of information, consistency of approach and provision in the next stage/phase of education, and extra consideration at transition points for children with SEND.

8. PROCEDURES: MAINSTREAM AND SPECIALIST PROVISIONS (including ARPS)
- Academies will screen on entry by assessing a young person's skills and

attainment and build on information from previous settings if available.

- As part of the screening process academies will consider any evidence that the young person may have a disability under the Equality Act (2010) and make reasonable adjustments for them. Each provision has a duty to explore and provide access to suitable courses of study, submit applications for reasonable adjustments to the relevant organisations and make reasonable adjustments to the services and education provided to SEND children and young people.
- Academies will have measures in place to accurately identify young people with SEN and will place such pupils on 'SEN Support' in consultation with their parents/carers.
- Academies will do everything they can to meet the needs of young people with SEN including delivering the education elements of an Education, Health and Care Plan.
- Academies will ensure that young people with SEN engage in the activities of the academy alongside those who do not have SEN unless a particular provision agreed with the parents/carers and the young person is in place.
- Academies will inform parents/carers when they are making special educational provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- Academies will ensure that all staff understand that they are responsible for all learners and their learning if they are assigned to their class. The class teacher must take the lead and work with the members of support staff to ensure that the student receives the best learning experience they can in that subject. The class teacher cannot delegate this responsibility to additional adults in the classroom or if the student regularly studies the lesson in an inclusion base (or similar).
- Class and subject teachers, supported by the SENDCo and senior leadership team will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.
- Academies will ensure that a Graduated Approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEN Support'.
- For all young people receiving SEN support, academies will make arrangements for an appropriate member of staff to communicate with parents/carers at least three times a year to review progress and discuss support.

9. SEND COMPLAINTS

Individuals with SEND related complaints should refer to the TCAT Complaints Procedure.

10. LOCAL OFFER

In line with the SEND Code of Practice, Academies will make reference to their Local Authority SEND Local Offer in their individual Academy SEND Information Reports.

REVISION RECORD

Author	Date	Version	Status
M Dobrianski	October 2025	1	New policy to reflect updated SEND structures within the MAT.