

Name of Policy	Special Education Needs and Disability (SEND) Policy
Responsible Body	Trust
Review Committee	Board
Named Person(s) Schools <u>School SENDCo:</u> First Schools: • Abbeyfields – L Sykes • All Saints – D Tait • Broomley First – G Ridley • Harbottle – M Stewart • Mickley First – R Johnson • Ovingham First – R Johnson • Prudhoe Castle – L Carter • Stobhillgate – V MacAndrews • Thropton – F Whitfield • Wylam – L Carter Middle Schools: • Chantry – L Alexander • Dr Thomlinson – S Watson • Highfields – L Hook • Newminster – J Hamilton • Ovingham Middle – S McHugh High Schools: • KEVI – A Davies • Prudhoe Community High School – F Warkman	Named Person(s) Governance <u>School Governing Board Link:</u> First Schools: • Abbeyfields – C Sample/L Alexander • All Saints – S Alexander • Broomley First – • Harbottle – TBA • Mickley First – • Ovingham First – • Prudhoe Castle – • Stobhillgate – D Williamson • Thropton – • Wylam – Middle Schools: • Chantry – • Dr Thomlinson – • Highfields – • Newminster – J Campbell • Ovingham Middle – L Sykes High Schools: • KEVI – L Templey • Prudhoe Community High

	School –
Last review date	July 2025
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Cheviot Learning Trust Special Educational Needs and Disability (SEND) Policy

1. Introduction

At Cheviot Learning Trust, we are committed to a policy of inclusion; ensuring that all students with Special Educational Needs and Disabilities (SEND) receive the support and provision they need to access a high-quality education. This policy sets out the principles and practices for meeting the needs of students with SEND across all schools in the Trust, ensuring legal compliance, consistent provision, and high standards of support. It reflects our commitment to inclusion, equality, and delivering the best outcomes for all students, irrespective of their individual needs.

The policy is informed by the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice: 0–25 years, and other relevant legislation and guidance, and ensures that all schools within the Trust meet their legal obligations while maintaining a consistent and high standard of provision.

2. Objectives and Guiding Principles of the SEND Policy

The aims of this policy are to:

- Ensure all schools within the Trust meet their legal obligations towards students with SEND, as outlined in the Children and Families Act (2014), The Equality Act (2010), and the SEN Code of Practice (2014).
- Ensure that every child with SEND, regardless of the type or level of need, has access to a broad, balanced, and inclusive curriculum.
- To ensure early identification, assessment and provision for any pupil who may present with special educational needs.
- Provide a framework for consistent, high-quality SEND provision across all schools in the Trust.
- Foster collaboration between schools, parents, external agencies, and the wider community to support the needs of SEND students.
- Promote the active involvement of students and parents in the assessment, planning, and review of SEND provision.
- Continuously monitor, review, and improve the quality of SEND provision across the Trust.

- To help every child realise their full potential

3. Legal Framework

This policy has been developed in compliance with the following legislation and guidance:

All Trust schools will operate within the law:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010

All Trust schools will follow the statutory guidance in full:

- Special Educational Needs and Disability Code of Practice: 0–25 years (July 2014)
- Transition to a new 0–25 special educational needs and disability system (August 2014)
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4. Trust SEN Vision

"Championing inclusion, unlocking potential, celebrating every learner."

Driven by our core values of innovation, respect, cooperation, and excellence, our Trust is committed to providing every pupil with SEND the support they deserve. We embrace creative solutions, foster a culture of mutual respect, work together to create inclusive environments, and uphold the highest standards to ensure every learner can achieve their full potential.

The Trustees believe that all pupils, regardless of ability and behaviour, are valued equally. Pupils with special educational needs and/or disabilities (SEND) are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

5. Definition of Special Educational Needs and Disability

Special Education Needs

A child has Special Educational Needs if they have *'a learning difficulty or disability that calls for special educational provision to be made'*. The SEN Code of Practice defines four broad areas of need:

- **Communication and Interaction** – Students who have speech, language, and communication difficulties, including those with autism spectrum disorders.
- **Cognition and Learning** – Students who have learning difficulties, such as dyslexia or moderate learning disabilities.
- **Social, Emotional, and Mental Health** – Students who have emotional or behavioral difficulties that impact their learning, such as ADHD, anxiety, and attachment disorders.
- **Sensory and/or Physical Needs** – Students with physical disabilities, visual or hearing impairments, or medical conditions that affect their learning.

Disability

Many children and young people who have SEND 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 or sensory impairments like hearing, vision, or multi-sensory impairment.

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.

6. Identification, Assessment and Intervention

Early identification and assessment are key to ensuring that students with SEND receive the support they need. We ensure this through:

- **Ongoing monitoring:** Teachers and SENDCOs will monitor the progress of all students and identify those who may have SEND.

- **Assessment tools:** Schools will use a range of assessments (e.g., observation, data analysis, and diagnostic tools) to identify and assess the needs of students.
- **SEND Support process:** This is outlined in Appendix 1
- **Graduated Approach:** Schools will follow a graduated approach to SEND provision, following the Assess, Plan, Do, Review cycle to ensure effective identification and intervention.

7. SEND Provision and Support

Each school within the Trust is responsible for providing the appropriate level of support for students with SEND. We ensure this by:

- **Adaptive Quality First Teaching (QFT):** All teachers are responsible for providing high-quality teaching that meets the needs of all students, including those with SEND. This includes personalised instruction, adapted resources, and inclusive teaching strategies. Schools use Northumberland's ['Ordinarily Available Guidance'](#) to guide their response to need.
- **Targeted Support:** Where necessary, students with SEND will receive additional support, such as small-group interventions, one-to-one support, or external specialist input. The level of support will depend on the individual needs of the student. This process is outlined in ['Beyond Ordinarily Available Guidance.'](#)
- **Pupil Profiles and SEND Support Plans:** For students with identified needs which require specialist provision to be made, schools will develop and implement Pupil Passports and SEND support plans or Education, Health, and Care Plans (EHCPs), setting specific targets and interventions.
- **Education Health and Care Plans (EHCPs):** Where a pupil is unable to access the curriculum after considerable internal and external help and time, then, in consultation with the parents, the school may request consideration of a statutory assessment (COSA) of the pupil's needs .
- **External Agencies:** We will collaborate with external agencies, such as HINT, LINT, educational psychologists, speech and language therapists, and occupational therapists, to provide specialised support and advice. We will provide them with any relevant information requested, with the parent's permission and in accordance with GDPR.

8. Roles and Responsibilities

- **Governance:** The Trust Board is responsible for ensuring that the Trust adheres to all statutory requirements regarding SEND provision and that appropriate resources are allocated to meet the needs of students with SEND.
- **Trust SEND Lead:** The Trust SEND Lead is responsible for overseeing the implementation of this policy across all schools within the Trust. This includes ensuring that SEND provision is consistent, high-quality, and in compliance with legal requirements. The Trust SEND Lead will also monitor the effectiveness of SEND provision and facilitate best practice sharing across schools.
- **Head teachers:** Work with the SENDCO and SLT to determine the strategic development of the SEND policy and provision in the school. They have overall responsibility for the provision and progress of learners with SEND and/or a disability within their school.
- **SENDCOs (Special Educational Needs Coordinators):** Each school will have a designated SENDCO who will be responsible for coordinating SEND provision within their school. The SENDCO will work closely with teachers, parents, external agencies, and the Trust SEND Lead to ensure that appropriate support is in place. The type of responsibilities a SENDCO has are:
 - Overseeing the day-to-day operation of the school's SEN policy
 - Supporting the identification of children with special educational needs
 - Coordinating provision for children with SEN
 - Liaising with parents of children with SEN
 - Liaising with other providers, outside agencies, educational psychologists and external agencies
 - Ensuring that the school keeps accurate, up-to-date records of all pupils with SEN
- **Classroom Teachers:** Teachers are responsible for identifying and meeting the needs of students with SEND within their classrooms. They will adapt the curriculum, provide suitable resources, and provide guidance to support all students to be fully included in lessons.

- **Teaching Assistants and Support Staff:** Support staff will work closely with teachers to implement interventions, support individual students, and contribute to the review and assessment process.

9. Inclusion and Curriculum Access

We are committed to ensuring that all students, including those with SEND, are fully included in all aspects of school life. This includes:

- **Responsive Curriculum:** Teachers will provide responsive teaching methods and resources to ensure that students with SEND can access the curriculum at an appropriate level. The special educational needs budget will be used to access resources and deploy support staff in order to allow all pupils to access the curriculum and fulfil their potential.
- **Reasonable Adjustments:** We will make reasonable adjustments to remove barriers to learning and participation for students with SEND, in line with the Equality Act 2010.
- **Extra-Curricular Activities:** Students with SEND will have access to all extra-curricular activities, with adjustments made to ensure their participation where appropriate.
- **Inclusive Environment:** All schools will provide an inclusive environment where students with SEND are treated with respect, dignity, and equality.

In the exceptional case of such a curriculum being inappropriate for a pupil with special educational needs, the Head Teacher may give a special direction for either modifying or not applying the National Curriculum for the pupil for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

Admissions arrangements – Please refer to the current Admissions Policy for each individual school within the Trust.

10. Partnership with Parents and Carers

We believe that partnership with parents and carers is essential to the success of students with SEND. Cheviot Learning Trust recognises that positive attitudes,

sharing of information, procedures and awareness of needs are all important. We will undertake:

- **Regular Communication:** Keep parents informed about their child's progress, initial concerns, any interventions being implemented, and involve them in setting targets for future development.
- **Pupil Profiles and SEN Support Plans** are reviewed regularly with learners and parents
- **Annual Reviews:** For students with EHCPs, we will hold annual review meetings to assess progress and plan next steps.
- **Parental Involvement:** Encourage parents to be actively involved in their child's education and to work collaboratively with staff and external professionals.

11. Staff Training and Professional Development

To ensure that staff are equipped to meet the needs of students with SEND, we will:

- Provide ongoing professional development and training on identified SEND priorities within the Trust
- Offer opportunities for staff to work with external professionals to gain insights into best practices for supporting students with SEND.
- Share successful strategies and resources across schools within the Trust through SENDCo Networks.

12. Monitoring, Review, and Evaluation

To ensure consistent high standards of SEND provision across the Trust, we will:

- **Regular Monitoring:** The Trust SEND Lead will monitor SEND provision across schools through SEN peer reviews, reviews of student progress, and meetings with SENDCOs and other staff.
- **Data Analysis:** We will analyse data on student progress, attendance, and outcomes to identify trends and areas for improvement.
- **Feedback Mechanisms:** We will seek feedback from parents, students, and staff on the effectiveness of SEND provision, using this information to inform practice and policy development.
- **Peer Review:** The Trust will operate a model of peer review in all Trust schools for improving outcomes for children and young people with special

educational needs/or disabilities. The model is based on seven principles as recommended by Whole Education:

- Intent
- Implementation
- Impact
- Working with learners and families
- Effective use of teaching assistants
- Provision mapping
- Identification and Assessment

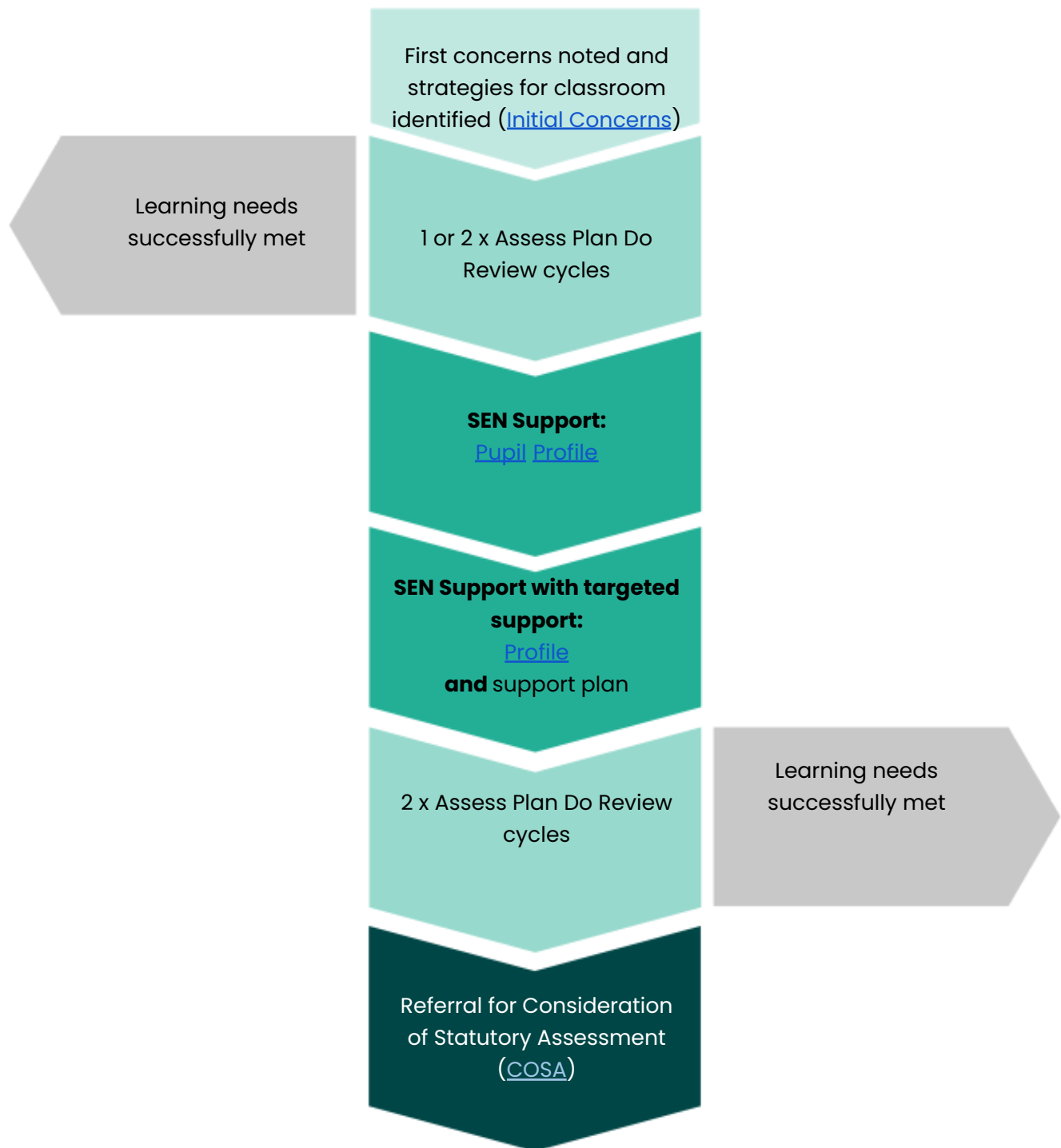
Within our schools, a variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Pupil book scrutinies, conversations with pupils and lesson visits
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils. Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils.
- Regular meetings between the SENDCo, teachers, teaching assistants and Senior Leadership team.

13. Policy Review

This policy will be reviewed annually to ensure it remains in line with current legislation, reflects best practice, and continues to meet the needs of children and young people with SEND across the Trust.

Appendix 1: Graduated Response



[Pupil Voice](#)

Appendix 2: SEN Trust Responsibilities

We will ensure that across the Trust:	The Central Team will ensure systems are in place to:	All schools will:
• Parents, carers, and children and young people are actively engaged in identifying and addressing needs, with their feelings, wishes, and perspectives carefully considered throughout the process. • Best practices are shared across schools to ensure consistency and promote equal opportunities for every learner. • Schools work collaboratively to improve support and outcomes for children and young people with additional learning needs, recognising and celebrating the uniqueness of each individual. • Special Educational Needs (SEN) provision is delivered through a graduated approach (Assess, Plan, Do, Review – APDR). • School improvement is driven by a supportive framework rooted in strong, trusting relationships. • Schools are supported in planning for leadership succession and identifying emerging talent within SEN provision. • They also maintain close partnerships with both their own Local Authority and the home Local Authority of children and young people with SEN. • All schools have the appropriate procedures and skilled staff in place to meet their statutory responsibilities and uphold the values and vision set out in the SEN Code of Practice.	• Promote collaboration among schools to conduct self-evaluations and develop strategic action plans for SEND improvement. • Establish a strong community of practice for SENCOs, providing opportunities for support, mentoring, and professional development. • Deliver a core support package to empower SEND leaders across all schools within the Trust. • Offer targeted guidance and support through peer reviews and bespoke solutions as needed. • Leverage the expertise of staff across the Trust to drive school improvement and address key priorities related to effectiveness.	• Ensure children, young people, and their families are actively involved in making informed decisions that best meet their individual needs. • Guarantee that decision-making at all levels in the school considers pupils with SEND, with a clear understanding of the need for reasonable adjustments. • Ensure that children and young people with SEN have a voice within the school. • Provide all children and young people with the tools and strategies necessary to make progress against their individual targets and achieve academic success at their level. • Implement a graduated response to meet the needs of all students through high-quality teaching, adapted to individual needs, and supporting learning in a way that promotes excellence and strong outcomes for everyone. • Make every effort to identify additional needs as early as possible and intervene promptly, maintaining high aspirations. Staff will be well-trained and equipped to offer timely interventions. • Involve external agencies to assess and provide guidance on needs at the appropriate times. • Take deliberate actions to support preparation for adulthood, ensuring children and young people are ready for the next phase of their education or life beyond school.

