



Special Educational Needs & Disability Policy

Policy Details	
Person Responsible for this Policy	Angela Ransby
Policy Author	Angela Ransby
Date to Trust Board	September 2025
Date Ratified	1 st October 2025
Review Date	September 2026
Policy displayed on website	YES
CEO Signature	
Trust Board Signature	
Updates Made	Date
1. Aims – Updates to some roles listed 3. Roles and Responsibilities – Updates to staff roles and responsibilities as well as some procedures 4. Identification and Assessment of SEN – Updates to processes and procedures 5. Reviewing – Updates to review process	September 2025

Contents

1. Aims 3

2. Definitions 3

3. Roles and Responsibilities 3

4. Identification & Assessment of SEN 4

5. Reviewing 5

6. Policy Links 5

1. Aims

All academies within the Trust share common values and an ethos that is committed to raising the aspirations and expectations for all students with Special Educational Needs and/or Disabilities (SEND). We are committed to offering a broad, inclusive and accessible curriculum that ensures all students make progress and achieve their full potential.

Each academy within the Trust shall ensure that:

- the special educational needs (SEN) of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs to achieve agreed outcomes;
- it works closely with the Named SENCO for the Trust and the Assessment Centre. The Assessment Centre Team will maintain and regularly review the Raedwald Register of additional needs, ensure the timely review of Student Support Plans and develop appropriate provision for students accordingly. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the Assessment Centre and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside students who do not have SEN.

All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2. Definitions

Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3. Roles and Responsibilities

The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Assessment Centre.

- The Assessment Centre team and Named SENCO for the Trust, working with the SEND Trustee, will raise SEN issues at trust board meetings; monitor the quality and effectiveness of SEND provision across the MAT and work with designated senior leaders to develop the SEN policy and provision.
- The Head Teacher will work with the Assessment Centre Team to develop the SEN policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.
- The Assessment Centre Team and Named SENCO for the Trust will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Pupil facing staff are responsible for the progress and development of every student in their class and will work with the SENCO to ensure assess, plan, do, review (APDR) cycles, outlined in Student Journey Document, are appropriately implemented to support any student with SEND.

All provisions within Raedwald Trust will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

Parents of SEN students can discuss their child's needs with their child's teacher, the Assessment Centre or the **Head Teacher**.

4. Identification & Assessment of SEN

Information about previous special educational needs will usually accompany students upon entry to a Raedwald Trust academy and this will be used by the Assessment Centre 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 the referring school or authority before students start at the academy. This information is collated to build a picture of the student and is presented through Academy SEND documentation. These documents could include:

- Safety Plans
- Student Support Plans
- Individual Healthcare Plans (IHPs)
- Education Health and Care Plans (EHCPs)

On entry to Raedwald Trust, students will complete an induction facilitated by the Assessment Centre. This process involves the administration of some assessments, as detailed on the Student Journey document, alongside wider activities to help staff understand the needs and interests of individual students. The data and information gathered from induction is then analysed by the Assessment Centre and Head Teacher to identify any potential areas of need and develop a Student Support Plan. Students will then be added to the Raedwald Register, in line with the SEND Code of Practice.

Ongoing identification is achieved through successive cycles of the assess, plan, do, review process. Progress data and supplementary information is systematically reviewed by the Assessment Centre and Head Teacher as part of Student Progress Review meetings. During these meetings, progress towards individualized Specific, Measurable, Achievable, Relevant and Time-Bound (SMART) targets will be established and, if progress is limited, additional barriers to learning will be explored by the Assessment Centre.

If a parent/carer believes their child has broader special educational needs they should contact the Assessment Centre, in order that further investigation can be undertaken using appropriate assessments (with input from the relevant staff). This will be done in partnership with the on-roll mainstream school SENCO to ensure all information is collated and support is consistent across both Raedwald and mainstream school. If the student is not making appropriate levels of progress, then support will be implemented in accordance with the paragraphs above and in collaboration with the student's dual roll school.

In all cases where provision within the academy has limited impact on progress, a referral to other relevant specialists may be completed. This will be done in collaboration with the on-roll mainstream school SENCO and parents' knowledge, with information and strategies for support shared with all staff.

All staff will be made aware of individual needs of students through daily briefing and de-briefing meetings, staff meetings and information sharing through the MIS. The Assessment Centre team will help teachers when required to develop techniques to support scaffolding and ensure that appropriate resources are available as part of the Trust's Continual Professional Development Programme.

5. Reviewing

A Student Support Plan is developed for all students as part of the induction progress. This will outline strengths, interests, barriers to learning, individual targets and appropriate provision. Progress data is collated as part of the APDR process and systematically reviewed by the Assessment Centre and Head Teacher through regular Student Progress Review meetings. During these meetings, progress towards individual targets will be determined, new targets developed, and appropriate provision identified, including the use of evidence-based interventions, to ensure good progress will be achieved. If expected progress is not made, despite adaptations to provision, the Assessment Centre may refer to an external specialist service, such as an Educational Psychologist or Speech and Language Therapist.

Where progress is limited, despite successive cycles of APDR, academies will consider requesting an Education, Health and Care needs assessment. This will be considered with the students' on-roll mainstream school and any wider stakeholders already involved with the student.

If a student has an Education Health and Care Plan, an annual review will be held in accordance with legal requirements. This will be led by the on-roll mainstream school SENCO with input from Raedwald Trust staff to inform progress against outcomes.

6. Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality, Diversity and Inclusion Policy
- Accessibility Plan
- Positive Behaviour Change Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy