Special Educational Needs and Disability (SEND) Policy

2025 – 2026

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1. Policy statement, scope and objectives

We are a Trust dedicated to nurturing ambition, delivering excellence, and enriching children's lives. We provide inclusive high-quality education tailored to every child's needs. We champion learning and foster environments where pupils learn together creatively from a rich and broad curriculum, where great teaching and confident reading are fundamental. We aim for every pupil to feel they belong and thrive, so they can reach their potential and become confident, happy individuals.

This policy affirms our dedication to inclusive, high-quality education by outlining support for pupils with SEND or learning barriers, clarifying staff responsibilities, and ensuring compliance with relevant legislation.

Each school within our Trust will publish a SEND Information Report and an Accessibility Plan. These documents work alongside the SEND Policy to ensure that each school's SEND provision is proactive, responsive, dynamic and flexible in relation to their current cohort of pupils' needs as well as compliant with their Local Authority's guidance and processes.

This policy applies to all school leaders, staff, parents and pupils and sets out how our Trust will, across all our schools:

- Ensure all staff understand their role and responsibilities in relation to SEND and inclusion.
- Ensure staff work together to identify SEND or any barriers at the earliest possible stage.
- Ensure that all staff members support pupils with special educational needs and disabilities, consistently implement the policy, and uphold our Trust's commitment to procedures related to SEND and inclusion.
- Facilitate our Trust's commitment to ensuring all pupils receive their entitlement to a high-quality inclusive education, appropriate to their individual needs, and can achieve their full potential.
- Ensure that pupils with SEND have full access to all aspects of school life, enabling them to participate in school activities alongside their peers without SEND.
- Help pupils with SEND fulfil their aspirations, become confident individuals living fulfilling lives, and make successful transitions to the next stage of education or into adulthood.
- Involve pupils with SEND and their parents or carers in discussions and decisions about support.
- Meet the expectations of our funding agreement.

2. Vision, values and commitment

Our schools are committed to inclusion and the promotion of high aspirations and expectations for all children. All children are valued, and their achievements are celebrated. It is our goal that every child will achieve their potential through the early identification of barriers, by providing support to overcome them so that they develop as confident individuals who can make successful transitions into the wider world.

We are committed to ensuring that all children benefit from an ambitious, inclusive, and accessible curriculum which enables them to make progress. We believe that every child has the right to thrive and succeed.

We strive to provide a school environment that is safe, secure, stimulating, supportive, and memorable, whereby each child feels valued as part of our community and can experience a strong sense of belonging. The concept of co-production is central to our practice, and we will consider views and information expressed by all stakeholders. Pupil voice is an integral part of our work, and we support children to develop agency and confidence to express their views. We also place high value on parent voice, and we strive to build strong and positive partnerships with families and carers. We are committed to promoting equality of opportunity regardless of race, belief, disability, sexuality, or gender to provide equality of access and inclusion for all.

The Red Kite Learning Trust recognises that, to meet its commitment to ensuring that all pupils receive their entitlement to an inclusive high-quality education, pupils with SEND need both whole school systems and approaches that have inclusion built in from the outset and effective, timely, and regularly-reviewed provision. Schools within our Trust will therefore:

- Establish and maintain a culture of equality, diversity and inclusiveness that allows children's needs to be met as part of the main offer of the school wherever possible and for individual needs to be met effectively and equitably.
- Establish and maintain an ethos where pupils, families and other agencies work collaboratively and cooperatively to ensure the best offer for each pupil.
- Ensure that the curriculum and wider experience of pupils is inclusive by design and accessible to all.
- Ensure that the approach for managing behaviour is inclusive by design and incorporates reasonable adjustments to support behaviours resulting from SEND or possible SEND.
- Ensure that all staff are aware of the different types of SEND that are currently

present in their school and the processes in place to support them.

We expect every teacher to be a teacher of SEND and every leader to be a leader of SEND. The implementation and continuous development of inclusive practice is everyone's responsibility.

The Trust has developed an Inclusion pledge co-produced by staff across all settings which provides a summary of collective beliefs and commitments. RKLT Inclusion pledge.docx

3.Legislation and guidance

3.1 The Trust recognises its duty under The Equality Act 2010:

- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services.
- Not to treat pupils with disabilities less favourably for a reason related to their disability.
- To make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- To publish an accessibility plan that will increase access to education for pupils with disabilities.

This policy is based on statutory publications

- SEND_Code_of_Practice_January_2015.pdf,
- Keeping children safe in education 2025
- Working together to improve school attendance.

It is also based on the following legislation:

- The Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Educational Needs Co-ordinators (SENDCos) and the SEND Information Report.
- Equality Act 2010, which sets out the laws against discrimination, harassment and victimisation of nine protected characteristics, including disability.
- Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out schools' responsibilities to eliminate discrimination, harassment and

victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who do not share it.

- The School Trust governance guide - Guidance - GOV.UK which sets out governors' and Trustees' responsibilities for pupils with SEND.
- The school admissions code - GOV.UK, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to unfairly disadvantage children with a disability or special education needs.
- This policy also complies with our funding agreement and Articles of Association.

3.2 This policy will be published on the Trust's website and, as a statutory policy, will be included in the Trust's policy register.

3.3 In line with statutory and non-statutory guidance, the acronym 'SENDCo', to represent the Special Educational Needs Coordinator role, will be used throughout this document. This is a statutory role in schools, and all Red Kite Learning Trust schools have a person designated as such. In larger schools reference to the SENDCo may also extend to include Assistant SENDCo.

4. Definitions

4.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:

- The Red Kite Learning Trust is referred to as The Trust.
- References to 'teachers' include all paid staff responsible for the supervision of pupils.
- References to 'pupils' include all learners in our schools.
- References to 'school' refers to all education settings, regardless of type.
- We refer to Section 576 of the Education Act which defines the 'parent' of a pupil or young person as:

a) Both of their natural parents, whether they are married or not.
b) Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
c) Any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

- The policy covers all pupils who fall within the definitions (section 4); whether or not identified on the SEND Support record or an EHCP has been issued.

4.2 Disability

Disability is defined by The Equality Act 2010 as follows:
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

All schools in our Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long- term health conditions such as asthma, diabetes, epilepsy and cancer.

4.4 The following definition is taken from the SEND Code of Practice 2015: "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".

4.5 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made 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.

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

4.7 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Children with communication and interaction needs have difficulty communicating with others and there is a strong

	correlation with speech, language and communication needs (SLCN). This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child is different. They may have difficulty with one, some or all the different aspects of speech, language or social communication, and their needs may change over time. Children with autism are more likely to have difficulties with social interaction and communication. They may also experience difficulties with language and imagination, which can impact on how they relate to others and how they feel about themselves.
Cognition and learning	Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or because of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia, dyscalculia, dyspraxia, and dysgraphia. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in many or all areas of the curriculum, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical	Some children require special educational provision because they have a physical disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional

	ongoing support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 Who is responsible for this policy?

- The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.

5.2 The Trust Inclusion Lead will:

- Lead SEND provision across our Trust schools, working with key stakeholders across all phases of education to ensure all young people make progress based on their starting points.
- Lead and model best practice and monitoring and evaluating the quality of provision for all aspects of SEND.
- Further the Trust's commitment to the development of an inclusive culture in all RKLT schools, where our young people feel a sense of belonging, by working closely with school SENDCos and school leadership teams.

5.3 The local governing body and senior leadership team at each school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its implementation and success.

The SEND Trustee/governor(s) will:

- Help raise awareness of SEND issues at board/local governing body meetings.
- Monitor the quality and effectiveness of SEND provision within their school and update the governing body on this.
- Work with the leadership team and SENDCo to determine the strategic development of SEND provision in their school.

5.4 The school leadership team will:

- Work with the SENDCo and SEND governor to determine the strategic development of SEND provision in their school.
- Work with the SENDCo and local governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress.
- Each Trust school will ensure that either the SENDCo is part of the Senior Leadership Team or the senior leader with responsibility for SEND and Inclusion

has the necessary training and experience.

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Ensure that the SENDCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND Support record.
- With the SENDCo, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching and training.

5.5 The SENDCo will:

- Work with the leadership team and SEND governor to determine the strategic development of SEND provision in their school.
- Have day-to-day responsibility for the operation and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and inclusive, high-quality teaching, adaptations and reasonable adjustments.
- Advise on the graduated approach to providing SEND Support.
- Advise on the deployment of their school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Work with the leadership team and SEND governor to ensure that their school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that their school keeps the records for all pupils with SEND up to date.

5.6 Class teachers will be responsible for:

- Ensuring they follow this SEND policy and the SEND information report.

- Planning and providing inclusive, high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- Working closely with any support or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any adaptations to provision.
- The progress and development of every pupil in their class(es),
- Communicating with parents/carers regularly to:

a) Set clear outcomes and review progress towards them.
b) Discuss the activities and support that will help achieve the set outcomes.
c) Identify the responsibilities of the parent, the pupil and the school.
d) Listen to the parents'/carers' concerns and agree their aspirations for the pupil.

5.7 Support and specialist staff employed by the school/Trust will be responsible for:

- Working closely with the class teacher(s) to plan, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to ensure effective deployment to meet the needs of all pupils requiring support.
- Always ensuring that they are promoting the development, independence, and personal wellbeing of the pupil(s) they are supporting,
- Working with the SENDCo to review each pupil's progress and development and decide on any adaptations to provision.

5.8 Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND Support record will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

a) Invited to termly meetings to review the provision that is in place for their child.
b) Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
c) Given the opportunity to share their views and concerns and, with school staff, agree their aspirations for the pupil.

5.9 The pupil

Pupils will always be given the opportunity to develop agency and express their views about their SEND and the support provided. This might involve the pupil:

a) Attending review meetings.
b) Communicating what their interests, strengths and barriers are with support as needed.
c) Co-producing targets and outcomes.
d) Sharing feedback on the effectiveness of interventions.

6.0 SEND Information report

The governing bodies and headteachers of each school must publish explicit information on their websites about the implementation of the policy for pupils with SEND.

- The information required is set out in the SEND Code of Practice 2015 and the SEND Regulations 2014 (links in section 3).
- The information published should be updated annually as a minimum but is a working document and any changes should be recorded as soon as possible.

Each school will ensure that their SEND Information Report is easily accessible and set out in clear, straight forward language.

The SEND Information Report should include relevant named contacts who are available at the school.

The SEND Information Report must include information on the school's contribution to the Local Offer and information on where the Local Offer is published.

6.1 The local offer

Each Local Authority has a statutory duty to produce a 'Local Offer' detailing information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have an EHCP, in their area.

As a 'partner body or agency', schools have a statutory duty to cooperate with the Local Authority in the development and review of the Local Offer.

Each school will comply with their Local Authority's guidance on how schools should contribute to the Local Offer in their area, including ensuring that it is published appropriately within the SEND Information Report.

The SENDCo, along with the leadership team and SEND governor, will take overall responsibility for liaising with the Local Authority on their contribution to the Local

Offer.

7.0 Procedures and training

7.1 Each school will make explicit their arrangements and development for SEND and inclusion through their SEND Information Report and Accessibility Plan, but all schools will be guided by these key principles:

Each school must designate a qualified teacher as SENDCo. If necessary, each school will ensure SENDCos begin the National Professional Qualification for Special Educational Needs within 12 months of permanent appointment.

- The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality inclusive teaching and intervention when necessary.
- The SENDCo and teaching staff, together with any specialists and involving the pupil and their parent / carers, should consider a range of evidence-based and effective teaching approaches, equipment, adaptations, strategies and interventions to support the pupil's progress.
- The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.
- Each school will meet its statutory duty to follow the graduated approach to meeting the needs of pupils with SEND as set out in the SEND Code of Practice 2015.
- Each school should ensure that a member of the governing body has specific oversight of the school's arrangements for SEND.
- Each school's leadership team should regularly review how expertise and resources used to address SEND can be used to develop the quality of whole-school provision as part of their overall commitment to school improvement and inclusion.
- The quality of teaching for pupils with SEND, and the progress made, should be a core part of the school's review system and its planning for professional learning for all teaching and support / associate staff.
- Training will be provided regularly for all teaching and support staff. Senior Leaders and SENDCos will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the plan for continuous professional learning.
- Each school's leadership team, along with their SENDCo, should identify any patterns in the identification of SEND, both within the school and in comparison, with local and national data, and use this to reflect on and reinforce the nature of teaching and provision.
- Each school will meet its statutory duty to make arrangements to support pupils with medical conditions, usually through the implementation of an

Individual Healthcare Plan specifying the type and level of support the pupil needs. This complies with the statutory guidance, supporting pupils at Schools with Medical Conditions (section 16).

- In some cases, a pupil with SEND may also require a level of personal or intimate care to be provided for them to access their entitlement to a full and quality education. In these circumstances, an Intimate Care Plan (ICP) should be considered.
- In some cases, a pupil with SEND may require a level of physical support to fully access their entitlement to a quality education. In these circumstances, a Physical Handling Plan (PHP) should be considered.
- In some cases, a pupil with SEND may require special consideration and support to be able to evacuate the building in an emergency such as a fire. In these circumstances, a Personal Emergency Evacuation Plan (PEEP) should be in place for them. This should include details of why the PEEP is required and how they will be supported, and should be written collaboratively between the SENDCo, families, any involved healthcare professionals and, where possible, the pupil. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- Whenever there is known risk associated with a pupil, including any arising from a special educational need or disability (for example, use of specialist equipment), an individualised risk assessment should be completed. Risk assessments should be written collaboratively between the most appropriate staff member, families, any involved healthcare professionals and, whenever possible, the pupil. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- All pupils will have access to an ambitious, inclusive broad and balanced curriculum and leadership teams, teachers and support staff will set high expectations for every pupil, regardless of their prior attainment.
- Schools will work cooperatively and supportively with their Local Authority to meet their statutory duties regarding SEND and inclusion.
- Schools will work cooperatively and supportively with other agencies, for example CAMHS and Educational Psychology, to ensure that the needs of pupils with SEND are fully understood and met.
- Schools are responsible for ensuring that the views, wishes, and feelings of the pupil and their parent(s)/carer(s) are considered and that they are supported to participate fully in decision making.

8.0 Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have

SEN or a disability and if so, what reasonable adjustments the school may need to make.
Class teachers will regularly assess the progress for all pupils and identify those whose progress:

a) is significantly slower than that of their peers starting from the same baseline
b) fails to match or better their previous rate of progress
c) fails to close the attainment gap between them and their peers
d) widens the attainment gap

- This may include progress in areas other than attainment; for example, wider development or social needs.
- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with inclusive high-quality teaching and appropriate adaptations. If progress does not improve the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
- When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.
- If a pupil is joining the school, and:

a) Their previous setting has already identified that they have SEND
b) They are known to external agencies
c) They have an Education, Health and Care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so appropriate support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

- Our schools will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

a) Everyone develops a good understanding of the pupil's areas of strength and any barriers.
b) We consider any concerns the parents/carers have.
c) Everyone understands the agreed outcomes sought for the child.
d) Everyone is clear on what the next steps are.

- Notes of these early discussions will be added to the pupil's record and given to their parents/carers.
- We will notify parents/carers when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as requiring SEND support, we will take action to remove any barriers to learning by implementing appropriate intervention. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

1. Assess

The pupil's teacher(s) and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need and is effective.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any strategies, adaptations or approaches that are needed. This information will be recorded on the management information system and will be made accessible to staff in a school-based support plan.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

a) The views of the parents/carers and pupils.
b) The level of progress the pupil has made towards their outcomes.
c) Whole school progress data
d) Personalised assessment frameworks
e) The views of teaching and support staff who work with the pupil.

The teacher and the SENDCo will revise the support considering the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

Pupils receiving SEND support will be placed on the SEND Support record. These pupils have needs that can be met by the school through the graduated approach. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils will be marked with the code K. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The SEND Support record is needs-based, not diagnosis-based. The decision to implement 'additional and different' provision will be made based on consideration of all evidence listed in section 4 above.

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an Education, Health and Care Plan (EHCP). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget,

and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

a) Tracking pupils' progress across all measures.[1]
b) Carrying out the review stage of the graduated approach in every cycle of SEND support.
c) Using pupil questionnaires.
d) Monitoring by the SENDCo.
e) Holding annual reviews for pupils with Education, Health and Care plans (EHCP).
f) Feedback from the pupil and their parents/carers.

9.0 Attendance

Many pupils with SEND face complex barriers to attendance. The attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. If attendance continues to be of concern despite the implementation of the graduated approach and provision identified in an EHC plan if appropriate, schools will work with parents/carers, local Authority's and other relevant external agencies to establish next steps whilst prioritising the best interests of the pupil.

10.0 Safeguarding

We understand that students with SEND may face extra safeguarding challenges. These children can be at a higher risk of abuse, exploitation, neglect and/or bullying, and there may be more obstacles for them when it comes to recognising or reporting such concerns.

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse, exploitation, neglect and/or bullying in this group include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEND being disproportionately impacted by

[1] All schools will use Provision map software to support this by July 2027.

behaviours such as bullying, without showing any signs.
- Communication barriers and difficulties.

Children with SEND may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

For further details regarding support for pupils with SEND, suspected SEND, and/or other vulnerabilities, see our safeguarding and child protection policies and each school's SEND information report (linked in section 16.0).

11.0 Links with external professional agencies

The Trust recognises that we will not be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external services and specialists to identify and overcome more complex barriers. Requests to work with private agencies and professionals will be considered to support the best interests of the child whilst balancing the need to adhere to safeguarding protocols and workload management. Services we work with include:

- Local authority SEND support and specialist teams including vision and hearing
- Educational psychologists
- Occupational therapists or physiotherapists
- Speech and language therapists
- General practitioners, paediatricians or other medical professionals
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care

12.0 Admission and accessibility

- We are an inclusive Trust and welcome pupils with a wide range of SEND.
- We work with the relevant local Authorities to ensure we have the required expertise, resources and provision to fully support all prospective pupils whose Education, Health and Care plan names the school, and they will be admitted before any other places are allocated.
- Children without an Education, Health and Care plan (EHCP) but who have special educational needs, or with exceptional medical, mobility or social needs, that can only be met at the identified school will be prioritised after the admission of children looked after or previously looked after (see Trust admissions policy note 2).
- We view inclusion as a process not a destination and continually strive to

strengthen both our culture and provision to prevent disabled pupils from being treated less favourably than other pupils and supporting full access to the curriculum including the extra-curricular offer and all school trips.

- We ensure all schools are implementing reasonable adjustments in in line with the Equality Act 2010 and the SEND Code of practice 2015.
- We will use 'best endeavours' to provide any appropriate facilities to help disabled pupils access our schools, including the provision of auxiliary aids and services.
- All our schools' accessibility plans can be found on each school's website and are reviewed regularly but a minimum of every 3 years to ensure continued development and improvement. The accessibility plans will include how we will:

a) Increase the extent to which disabled pupils can participate in the curriculum.
b) Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services provided.
c) Improve the availability of accessible information to disabled pupils and parents/carers.

12.1 Exam access arrangements (EAA) and Reasonable adjustments for assessments

The SENDCo, along with the SEND governor, senior leadership team and teachers, have additional responsibilities in relation to externally marked examinations as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication JCQ-Adjustments for candidates with disabilities and learning difficulties

- The Trust understands and takes seriously its legal duty to provide reasonable adjustments to any pupil disadvantaged in examinations by a Special Educational Need or Disability.
- Entitlement to Exam Access Arrangements (EAA) will be determined through a combination of relevant assessments administered by a qualified assessor, evidence provided by outside agency professionals (such as a medical consultant), evidence collected from education (such as teacher feedback and evidence of 'normal way of working') and, where there is one in place, a pupil's Education, Health and Care Plan (EHCP). In accordance with JCQ guidance for each type of access arrangement available, the Trust has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.
- Where a pupil's needs have been met through normal way of working, including adaptive teaching and personalisation that can be provided through the school's universal offer, it may be the case that a pupil is entitled to EAA even though they have not been placed on the SEND Support record.
- Where a pupil's additional needs do not place them at a disadvantage in an exam or other eligible assessment, it may be the case that they are not entitled to EAA despite being on the SEND Support record or having an EHCP. The

SENDCo, along with the leadership team and SEND governor, will take overall responsibility for producing and maintaining the Accessibility Policy, including at least an annual review of progress made.

- Requests for EAA that are made by parents/carers or outside agency professionals, for example GPs or paediatricians, will always be taken seriously and investigated thoroughly. EAA will only ever be provided in accordance with JCQ guidance, and so such requests may not always result in a pupil being eligible for any access arrangements to be made.
- Where relevant, the SENDCo will ensure that a pupil's EAA documentation, including information about their EAA assessor, is forwarded to their next place of education so that appropriate reasonable adjustments based on normal way of working can continue to be made for them.
- Our primary schools are committed to ensuring that all statutory assessments are accessible to pupils with special educational needs and disabilities (SEND) and will provide appropriate reasonable adjustments while maintaining the integrity of the assessment. Arrangements will be consistent with pupils' usual classroom practice. All adjustments are planned, documented, and comply with statutory guidance to ensure fairness and inclusion without compromising test standards.

13.0 Funding

It is for our schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENDCo, Headteacher and Governors will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting SEND in the context of the total resources available.

13.1 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The responsible local authority should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

14.0 Monitoring and reviewing

14.1 Evaluating the effectiveness of the policy

We are constantly considering ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How swiftly and pro-actively pupils are identified as having SEND.

- Pupils' progress and attainment once they have been identified as having SEND and are receiving appropriate and impactful intervention.
- Whether our staff training and development is effective and impactful in response to the drive to improve outcomes for pupils with SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents/carers.

14.2 Monitoring the policy

This policy will be reviewed by the Trust Lead for Inclusion at least annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Board of Trustees.

15.0 Complaints about SEND provision

Complaints about SEND provision in any of our schools will be handled in line with the Trust complaints policy Complaints and concerns policy.

Where parents/carers have concerns about the SEND provision at a school in our Trust, they should first raise their concerns informally with the appropriate staff in school, usually the SENDCo, middle or senior leader. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Where a complaint is about a pupil's statutory assessment of Special Educational Needs, parents should contact the Local Authority directly.

Making a complaint | Leeds Local Offer
SEND appeals and complaints | North Yorkshire Council
Compliments and complaints - Wakefield Council
Bradford Local Offer | One Minute Guides - SEND complaint process

SENDIASS offers free, impartial and confidential support and advice regarding SEND provision.

Home | Leeds SENDIASS
SEND Information Advice and Support Service (SENDIASS) | North Yorkshire Council
Wakefield SENDIASS (WESAIL) - Family Action
Bradford SENDIASS | Barnardo's SENDIASS

To see a full explanation of suitable avenues for complaint and information about the disagreement resolution and mediation process see pages 246 and 247 of the SEN

Code of Practice.

16.0 Links with other policies and documents

This policy links to the following policies, publications, information and guidance Trust/Schools

- Trust attendance policy
- Trust equality policy
- Trust complaints and concerns policy
- Safeguarding and child protection policy Leeds
- Safeguarding and child protection policy Harrogate
- SEND information reports – see individual school websites Red Kite Learning Trust - Our Schools
- Accessibility plans – see individual school websites Red Kite Learning Trust - Our Schools
- Behaviour policies - Red Kite Learning Trust - Our Schools
- Bullying and harassment policies - Red Kite Learning Trust - Our Schools
- Designated teacher for children looked after or previously looked after - Red Kite Learning Trust - Our Schools

Guidance from the Department for Education

- Teachers' Standards Guidance
- Supporting pupils with medical conditions at school - GOV.UK
- Suspension and permanent exclusion guidance

Red Kite Learning Trust follows support given by Local Authority SEND support services:

- Leeds SEND Local Offer | Leeds Local Offer
- SEND Local Offer | North Yorkshire Council
- Bradford Local Offer
- Wakefield SEND Local Offer | Wakefield SEND Local Offer