



MOSAIC
SCHOOLS LEARNING TRUST

TRUST SEND OFFER

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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1. Aims:

Our aim is to ensure that every child with Special Educational Needs and Disabilities (SEND) in our Multi-School Trust (MAT) receives high-quality education, tailored to their individual needs, enabling them to reach their full potential. We are committed to creating an inclusive environment where every child feels valued, supported and empowered to succeed academically, socially and emotionally.

2. Legislation and Guidance:

Our SEND provision is underpinned by key legislation and guidance, including:

Equality Act 2010: This legislation prohibits discrimination and ensures that individuals with disabilities, including SEND children, are treated fairly and have equal access to education and services.

SEND Code of Practice: Issued under the Children and Families Act 2014, the SEND Code of Practice provides statutory guidance for schools, local authorities and other agencies on the support and provision for children with SEND. It outlines the legal requirements and best practices for identifying, assessing, and meeting the needs of SEND children, as well as promoting inclusive education and collaboration between stakeholders.

Education Act 1996 (as amended): This Act places a duty on schools to identify and make suitable provision for SEND children, ensuring that their educational needs are met effectively.

Children and Families Act 2014: This Act introduced significant reforms to the SEND system, including the introduction of Education, Health and Care Plans (EHCPs) and the requirement for joint commissioning of services for children and young people with SEND by local authorities and health bodies.

By adhering to these legislative frameworks and following the associated guidance, we ensure that our SEND provision is legally compliant and meets the highest standards of inclusivity and support for all children with SEND across our MAT.

3. Definitions:

Special Educational Needs and Disabilities (SEND): SEND encompasses a diverse range of learning difficulties or disabilities that may affect a child's ability to access education and require special educational provision to support their learning and development. This includes but is not limited to:

- **Learning Disabilities:** Conditions that impact cognitive functioning and the acquisition of knowledge and skills, such as dyslexia, dyscalculia and specific learning difficulties.
- **Communication and Interaction Difficulties:** Challenges in verbal and non-verbal communication, social interaction and understanding language, such as autism spectrum disorders (ASD) and speech and language disorders.

- **Sensory or Physical Needs:** Impairments affecting vision, hearing, mobility, or physical health, which may require adaptations, assistive technology, or specialist equipment to support access and participation in learning.
- **Social, Emotional, or Mental Health (SEMH) Challenges:** Difficulties in managing emotions, behaviour, or mental well-being, which can impact a child's ability to engage in learning and social interactions effectively.

SEND Provision: SEND provision refers to the range of support, interventions and accommodations provided to meet the individual needs of SEND children and enable them to access education, make progress and achieve their potential. This may include:

- **Individualised Education Plans:** Tailored plans developed for SEND children outlining specific learning goals, strategies and support mechanisms based on their identified needs and strengths.
- **Education, Health and Care Plans (EHCPs):** Statutory plans for children and young people with more complex SEND, incorporating assessments of education, health and social care needs, as well as outlining the provision required to meet these needs effectively.
- **Specialist Support Services:** Access to specialist teachers, therapists, or support staff with expertise in addressing specific areas of need, such as speech and language therapy, occupational therapy, or behavioural support.
- **Adaptations and Resources:** Provision of assistive technology, adapted learning materials, physical accommodations, or additional resources to facilitate access and participation in the curriculum.

4. Roles and Responsibilities:

The Trust Board holds ultimate responsibility for overseeing SEND provision across all schools within the MAT. Each school within the MAT has a designated SEND Coordinator (SENCo) who is responsible for coordinating provision, supporting staff and liaising with external agencies.

Teachers play a crucial role in identifying SEND, providing tailored support and implementing individualised education plans (IEPs) or Education, Health and Care Plans (EHCPs) where necessary.

Parents are valued partners in the SEND process, and their input and involvement are essential in developing and reviewing support strategies for their children.

5. Areas of Work:

Identification, Assessment and Recording

Adopting a Graduated Approach: We follow a graduated approach to identification, in line with the principles outlined in the SEND Code of Practice. This involves a systematic process of assessing and responding to a child's individual needs, starting with universal screening and

ongoing monitoring, followed by targeted interventions and, if necessary, more specialist assessment and support. By adopting this approach, we ensure that all children's needs are identified and addressed effectively, with timely and appropriate support provided at each stage of their educational journey.

Teachers, in collaboration with the Special Educational Needs Coordinator (SENCO), carry out a comprehensive analysis of pupil needs. This analysis draws on multiple sources of information, including:

- Teachers' assessment and experience of the pupil, incorporating observations, informal assessments and insights into the child's strengths, challenges, and learning preferences.
- The pupil's previous progress, attainment and behaviour, allowing for an understanding of their individual trajectory and areas of need.
- Comparison to peers and national data, providing context and benchmarks for evaluating the pupil's performance and identifying areas requiring additional support or intervention.
- The views and experiences of parents, who provide valuable insights into their child's development, needs and aspirations, contributing to a holistic understanding of the child.
- The pupil's own views and perspectives, where appropriate, as their voice is central to the assessment process, helping to ensure that interventions are personalised and meaningful to their unique needs and preferences.
- Collecting evidence from previous schools and settings to gain a full picture of the pupil, including assessments, records and reports, to inform decision-making and support planning.

Once a pupil has been assessed and their needs identified, they will be placed on the SEND register under either an Education, Health and Care (EHC) plan or SEND support category, depending on the level of support required to meet their needs effectively. This collaborative approach to analysis ensures that pupil needs are identified comprehensively, taking into account diverse perspectives and sources of evidence, and informs the development of targeted support strategies to address identified needs effectively. Additionally, we place a strong emphasis on building on previous key stages and previous settings, ensuring continuity of support and a seamless transition for SEND children as they progress through different educational phases or settings within our MAT.

6. Access and Provision:

Our approach to access and provision for SEND children is grounded in inclusivity and flexibility, ensuring that every child has equitable opportunities to learn and succeed. We employ an adaptive curriculum and teaching methods that enable all pupils to access and engage with the curriculum effectively, regardless of their individual needs or abilities. This approach ensures that every child can achieve the same learning objectives, with adaptations

made as necessary to accommodate diverse learning styles, preferences and support requirements.

For pupils with more complex needs, we provide a personalised curriculum tailored to their specific strengths, interests and needs. This personalised approach ensures that learning experiences are meaningful, relevant and appropriately challenging, promoting optimal progress and attainment for each individual.

By offering a combination of adaptive and personalised curriculum approaches, we foster an inclusive learning environment where every child feels valued, supported and empowered to reach their full potential, regardless of their SEND status or level of need.

7. Planning, Monitoring and Reviewing

Planning for SEND provision is an ongoing process that involves collaboration, reflection and adaptation to ensure that the individual needs of each child are met effectively. Our planning process includes regular review sessions, where the progress of SEND children is assessed, interventions are evaluated, and adjustments are made as necessary to support ongoing development and attainment.

Pupil voice is integral to our planning process, as we value the perspectives and experiences of SEND children in shaping their own learning journey. Their input informs decision-making and ensures that interventions are meaningful and relevant to their needs and aspirations. Parents are actively involved in the review process, contributing their insights, concerns and aspirations for their child's education. Their partnership is essential in developing holistic support strategies and fostering a collaborative approach to meeting the needs of SEND children effectively.

Each school within our MAT is committed to carrying out its duties for Education, Health and Care (EHC) plan pupils who are subject to the annual review procedures set out in the SEND Code of Practice. These reviews are comprehensive and involve all relevant stakeholders, including parents, pupils, school staff and external agencies, to ensure that EHC plans remain relevant, effective and supportive of the child's needs and aspirations. Review sessions include planning for next steps, identifying areas of progress, areas for development and setting clear objectives for future support and provision. This forward-looking approach ensures that interventions are dynamic, responsive and aligned with the evolving needs of SEND children.

8. Continuity and Transition:

Smooth transitions are crucial for SEND children within our MAT. We prioritise continuity by effectively sharing information about each child's needs, preferences and progress among relevant stakeholders, including teachers, SENCOs, external agencies, and other professional partners. Liaising with professionals such as educational psychologists, health professionals and local authorities ensures well-coordinated transitions and facilitates appropriate support mechanisms. This collaboration enables us to access specialist expertise and resources,

meeting the diverse needs of SEND children effectively throughout their educational journey within our MAT.

9. Personal and Social Integration:

We are committed to fostering a culture of inclusion and belonging where SEND pupils feel valued, supported and empowered to participate fully in all aspects of school life. Our approach to personal and social integration goes beyond academic achievement to encompass the holistic development and well-being of SEND pupils, promoting their social, emotional and interpersonal skills.

We actively encourage SEND pupils to be part of the wider curriculum offer, participating in extracurricular activities, clubs and events alongside their peers. This inclusive approach ensures that SEND pupils have opportunities to explore their interests, develop their talents and build positive relationships within the school community.

SEND pupils receive dedicated support through pastoral systems within the school, where they have access to designated staff members trained to provide additional guidance, mentoring and emotional support. These pastoral systems are integral to creating a nurturing and supportive environment where SEND pupils can thrive academically, socially and emotionally. By leveraging pastoral support alongside academic interventions, we address the diverse needs of SEND pupils comprehensively, promoting their overall well-being and fostering a sense of belonging within the school community.

10 Work with External Agencies:

We are dedicated to fostering strong partnerships and collaborative working with external agencies to ensure that SEND children receive comprehensive support that meets their individual needs. Our commitment to partnership principles underpins our approach to working with local services, including child health services, Child and Adolescent Mental Health Services (CAMHS), welfare services and special needs support services. We maintain close communication and collaboration with these external agencies, sharing information, coordinating interventions and accessing specialist expertise and resources to support the holistic development and well-being of SEND children.

Additionally, we prioritise close liaison with Trust Additional Resourced Provision (ARP) to access expertise and advice. This collaboration allows us to tap into specialised knowledge and resources available within the Trust, enhancing our capacity to meet the diverse needs of SEND children and providing tailored support that promotes their overall well-being and academic success.

11. Working in Partnership with Parents:

We recognise the crucial role that parents play as partners in their child's education and well-being, and we are committed to fostering open, transparent and collaborative relationships with parents of SEND children. Our approach to working in partnership with parents involves

actively listening to and valuing their input, insights and concerns regarding their child's special needs.

We ensure that communication channels are inclusive and accessible, providing regular updates, reports and opportunities for parent-teacher meetings or consultations in addition, parents of children with SEND may require and expect information on: MAT SEND Policy: We provide parents with detailed information about our Multi-School Trust's SEND policy, Local Authority (LA) Local Offer and other services provided by the LA:

We take parents' wishes and feelings into account when making assessments and planning actions to meet their child's special needs. Their perspectives are integral to the decision-making process, ensuring that interventions are tailored to the unique needs, preferences and aspirations of the child and their family. By involving parents as equal partners in the assessment, planning and review process, we empower them to actively contribute to their child's educational journey, fostering a sense of ownership, trust, and collaboration between home and school.

12. In-service Training:

We are committed to ensuring that all staff members are equipped with the knowledge, skills and understanding necessary to support SEND children effectively.

All staff will receive a Trust Core SEND offer of training annually, covering essential topics related to SEND provision, inclusive practice and relevant legislative frameworks. This training ensures that staff members have a foundational understanding of SEND principles and best practices, enabling them to create inclusive learning environments and provide appropriate support to SEND children.

In addition to the Trust Core SEND training, staff members will also receive training specific to the needs of each school. This tailored training addresses the unique challenges, priorities, and initiatives within each school, allowing staff to develop expertise in areas relevant to their context and the needs of the SEND children they support. By investing in ongoing professional development for all staff members, we ensure that our schools are staffed with knowledgeable, skilled and compassionate professionals who are dedicated to meeting the diverse needs of SEND children and fostering their success and well-being.

13. Complaints Procedure: If parents are unhappy with the support provided for their SEND child, we encourage them to first discuss their concerns with their child's teacher. If the issue remains unresolved, they can escalate their concerns to the school's SENDCo or headteacher. If parents feel that their concerns are still not adequately addressed, they can refer to the school's formal complaints policy, which is found on the school's website. This policy outlines the steps for raising and resolving complaints. It ensures that all concerns related to SEND provision are handled transparently, fairly and in accordance with established procedures, ultimately aiming to resolve issues and improve outcomes for SEND children.

14. Future SEND Offer:

As part of our ongoing commitment to enhancing SEND provision across our MAT, we are actively planning for future initiatives to further support SEND children and their families. This includes the employment of an Executive SEND Lead, who will provide strategic leadership and oversight of SEND provision across the MAT, driving innovation and best practice. Additionally, we are establishing support services at a centralised level to ensure that all children, regardless of their school or location, have access to the right support and resources to meet their SEND needs effectively. Furthermore, we are collaborating with local authorities to offer a core SEND offer that extends beyond the boundaries of the Trust, fostering partnerships and collaboration to improve outcomes for SEND children at a regional level. We are also considering assessment places within Additionally Resourced Provisions (ARPs) across the Trust, aiming to provide specialised support and interventions for SEND children in settings that best meet their individual needs. Through these future initiatives, we aim to strengthen our capacity to meet the diverse needs of SEND children, promote inclusion, and ensure that every child has the opportunity to thrive and succeed.