



MOSAIC
SCHOOLS LEARNING TRUST

TRUST SEND POLICY AND 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.

Note: Please be aware the national picture of SEND is ever changing and there are reviews happening presently to adapt and reform SEND provision. As a Trust we are working with current guidance however this may be adapted regularly in the forthcoming years. Our Trust core offer is also subject to change dependent on these reviews.

Staff Responsible:	CEO
New Policy:	September 2024
Updated Policy:	April 2026
Date of Next Review:	April 2027

VERSION CONTROL

Date	Change
September 2024	New Policy
March 2025	Adapted policy in line with New Strategic Plan for SEND and Inclusion
March 2026	Some wording changes in sections 1,2 & 6

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1. Aims:

Our aim is to ensure every child, including those 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 will use our best endeavours to ensure each child receives the right support at the right time. We will strive to ensure early identification is rigorous and consistent in our settings. We will ensure our schools fully implement national legislation and guidance regarding pupils with SEND. We are committed to creating an inclusive environment where; every child feels valued, supported and empowered to succeed academically, socially and emotionally. We will achieve this by making reasonable adjustments to teaching, universal provision with ordinarily available provision is in place, in the curriculum and the school environment to make sure that all pupils, including those with SEND are included in all aspects of school life.

We are continually working towards our trust core offer as outlined below.

Trust Core Offer

Our pupils' needs will be met with our best endeavours. (see SEND Offer for definition of best endeavours)

Parents will be regularly informed of support and targets for their child, they will feel confident to contribute to this.

Pupils will be supported through high quality, research based interventions and quality first provision in classrooms.

Pupils will receive specialist support where appropriate.

Staff will be made aware of ongoing research and receive specific CPD training to support all pupils with different needs and in all areas of the curriculum.

Early intervention for our pupils will be consistent.

All pupil outcomes will be rigorously monitored and evaluated for best possible support by leaders at all levels in our schools.

Our schools will promote an inclusive culture.

Our schools will be inclusive environments.

Our pupil's voice will be heard.

Our pupils will enjoy coming to school.

Our staff will feel well supported when teaching all children.

2. Legislation and Guidance:

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

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

SEND Code of Practice 2015: 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. **Best endeavours:** As the Code of Practice outlines, all schools must use their best endeavours to support children with SEND in their settings. There is no set definition for Best Endeavours. The school, educators, or administrators are expected to make every reasonable effort to provide the necessary resources, support, and accommodations for students with special educational needs or disabilities.

Education Act 1996 (as amended): This Act places a duty on schools to identify and make suitable provision for SEND children, ensuring 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.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's 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 having a disability) and those who don't share it.

The Governance Handbook: which sets out governors'/trustees' responsibilities for pupils with SEND.

The School Admissions Code: which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

By adhering to these legislative frameworks and following the associated guidance, we ensure 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:

Disability: Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Learning Disabilities: Conditions that impact cognitive functioning and the acquisition of knowledge and skills, such as dyslexia, dyscalculia and specific learning difficulties. They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision: is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The school will make reasonable adjustments for pupils with disabilities, so they are not at a substantial disadvantage compared with their peers. If despite our best endeavors we cannot provide a suitable environment and meet the most complex needs we will work with the local authority to find the most appropriate specialist provision for our pupils to thrive in.

Area of need	
Communication and Interaction Difficulties	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>This includes pupils with ASC (Autism Spectrum Disorder) and speech and language difficulties.</p>
Sensory or Physical Needs:	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
Social, Emotional, or Mental Health (SEMH) Challenges	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>

4. Roles and Responsibilities:

(for more details on specific roles please see appendix 1)

The Trust Board holds ultimate responsibility for overseeing SEND strategic vision across all schools within the MAT.

SEND Coordinator: Each school within the MAT must have a designated SEND Coordinator (SENCO) who is responsible for coordinating provision, supporting staff and liaising with external agencies. This member of staff **must** be a qualified teacher and **must have** an NPQ, NASENCo award or be working towards this qualification.

The SENCo will work with the head teacher to development the SEND provision within the school. A SENCO identifies and assesses pupils with SEND, coordinates tailored support plans (including EHCPs), and ensures they are regularly reviewed. They support and advise staff, liaise with parents and external agencies, maintain accurate records, and ensure the school complies with legal SEND requirements.

The Head teacher: The head teacher holds overall accountability for meeting the needs of pupils with SEND, ensuring legal compliance, and fostering an inclusive school culture. They support and work closely with the SENCO, allocate resources and staff training, and oversee communication and monitoring to ensure effective SEND provision across the school.

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. **Every teacher is a teacher of SEND.**

Teachers are responsible for delivering inclusive, high-quality teaching tailored to individual needs, identifying potential SEND early, and implementing support plans effectively. They work closely with the SENCO, collaborate with parents and professionals, foster an inclusive classroom environment, and engage in ongoing training to support best practices in SEND provision.

The Strategic Lead for SEND and Inclusion:

- Ensures schools are meeting their legal obligations for children with SEND.

- Advises on best practice within Trust schools.
- Supports SENCOs and staff.
- Works with head teachers, trustees and the executive team to determine the strategic development of SEND across the Trust schools.

Governors:

Governors are responsible for overseeing the school's SEND policy and provision, ensuring strategic alignment, legal compliance, and effective use of resources. They hold school leaders accountable for SEND outcomes, promote inclusion, and typically appoint a link governor to support and monitor SEND provision closely.

Parents:

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

- Given termly feedback to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. Identification and assessment

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 have support through interventions and reasonable adjustments to support them with their individual needs. If these interventions do not entirely support closing the gap in learning or supporting the child's individual needs they may be placed on the SEND register to have further support.

If this level of support is not enough and the pupils' needs are deemed long lasting and not able to be met entirely by the school setting due to the need for specialist support an EHCP may be applied for. The Local Authority will then decide whether to award this.

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:

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 will be within schools' remit of best endeavours, As the Code of Practice outlines, all schools must use their best endeavours to support children with SEND in their settings. There is no set definition for best endeavours. The school, educators, or administrators are

expected to make every reasonable effort to provide the necessary resources, support, and accommodations for students with special educational needs or disabilities. This includes:

- **Individualised Plans:** Tailored plans developed for SEND children outlining specific learning goals, strategies and support mechanisms based on their identified needs and strengths. Tailored plans and interventions developed with the child at the centre.
- **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:** adapted learning materials, physical accommodations, or additional resources to facilitate access and participation in the curriculum.
- **Ordinarily Available Provision** – provision which every child will receive as good practice within our schools.

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 every child can achieve the appropriate same learning objectives, with adaptations made as necessary to accommodate diverse learning styles, preferences and support requirements allowing all children to make good or better progress from their starting points.

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.

Each child should be taught by their class teacher with a range of adaptive aids and quality first teaching to ensure the pupil makes good progress in their learning.

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.

All pupils, including those pupils with SEND, can receive dedicated support through pastoral systems within the school. These pastoral systems are integral to creating a nurturing and supportive environment where all pupils, including those with SEND, 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 Provisions (ARP) and Specialist Resource Provisions (SRP) to access expertise and advice. This collaboration allows us to utilise 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.

External private diagnosis/ therapists/ reports – We understand that waiting times for external services can be lengthy, and that some parents may choose to seek external therapists to visit and diagnose children within the school setting. However, the requirements from private clinicians and therapists are not always something that schools can facilitate due to the following reasons:

- Confidentiality
- Disruption of school routines
- Safeguarding
- Expectations exceeding what schools can realistically afford to implement.
- Staffing arrangements.

MSLT schools will receive the reports and, within the school's available resources, consider which recommendations it can deliver. There is no expectation of the school to meet with private external therapists or clinicians.

If paperwork is required for appointments for private therapists, schools must be given at least 10 working days to collate and complete this.

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, provide regular updates on progress and gives opportunities for parent-teacher meetings or consultations in the areas parents of children with SEND may require and expect information on. On our school websites 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 head teacher. 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.

Appendix 1:

Key Responsibilities of a SENCO:

SENCOs in individual schools **should:**

1. **Identify Needs:**
 - Coordinate identification and assessment of pupils with SEND.
 - Work with teachers, parents, and specialists to ensure timely support.
 - With the head teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
2. **Creating and Monitoring Support Plans:**
 - Develop **SEND Support Plans, EHCPs** (Education, Health and Care Plans).
 - Ensure support strategies are in place and regularly reviewed.
 - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
3. **Advising and Supporting Staff:**
 - Help staff understand their responsibilities regarding SEND.
 - Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's and MSLT plan for continuous professional development
 - Offer guidance on inclusive teaching methods and advise on the graduated approach
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4. **Liaising with Others:**
 - Be a point of contact and communicate with external agencies (e.g., educational psychologists, speech therapists). and work with external agencies to ensure that appropriate provision is provided.
 - Collaborate with parents and carers for consistent support.
 - Inform parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
 - Work with the head teacher to determine the strategic development of the SEND policy and provision in their individual school.
 - Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
 - Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
 - 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.
5. **Keeping Records and Reports:**
 - Maintain up-to-date documentation on students with SEND that are accurate and up to date.

- Prepare reports for school leadership and other stakeholders, Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- 6. Ensuring Legal Compliance:**
- Ensure the school meets the **SEND Code of Practice (2015)** requirements.
 - Make sure pupils' rights are upheld under the **Equality Act 2010** with regard to reasonable adjustments and access arrangements where appropriate, within the schools' available resources.

Role of the Head teacher in SEND

- 1. Overall Responsibility:**
 - Holds ultimate accountability for ensuring the school meets the needs of all pupils, including those with SEND. Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
 - Ensures compliance with the **SEND Code of Practice** and relevant legislation (e.g., the **Equality Act 2010**) with regard to reasonable adjustments and access arrangements within the schools' available resources.
- 2. Leadership and Vision:**
 - Sets an inclusive ethos across the school that promotes high expectations for all learners.
 - Champions a whole-school approach to SEND.
 - Have an overview of the needs of the current cohort of pupils on the SEND register.
- 3. Supporting the SENCO:**
 - Appoints a SENCO and supports them with time, training, and resources.
 - Works in partnership with the SENCO to evaluate the effectiveness of SEND provision.
 - With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- 4. Resourcing and Staffing:**
 - Allocates appropriate funding (including the notional SEND budget). Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
 - Ensures staff are trained to support students with a range of needs.
 - With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 5. Communication and Accountability:**
 - Where appropriate engages with governors, parents, and external agencies on SEND matters.
 - Ensures SEND progress is monitored and reported as part of whole-school performance.

Teacher's Role in Supporting Children with SEND

(0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

1. Inclusive Teaching:

- Deliver high-quality, adapted and scaffolded teaching to meet diverse learning needs.
- Use strategies and resources tailored to individual pupils.
- Plan and provide high-quality teaching that offers appropriate challenge to meet pupil needs through a graduated approach.

2. Early Identification:

- Recognise signs of SEND early and raise concerns with the SENCO.
- Monitor pupil progress and adjust support accordingly.

3. Implementing Support Plans:

- Follow and contribute to SEND Support Plans or EHCPs.
- Work closely with the SENCO to ensure interventions are effective.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- They should 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.
- Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Ensuring they follow the SEN Trust Offer and the schools SEN information report
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4. Collaboration:

- Communicate regularly with parents, SENCOs, and external professionals.
- Share insights to support coordinated planning and progress. Communicating with parents regularly to:

Set clear outcomes and review progress towards them

Discuss the activities and support that will help achieve the set outcomes

Identify the responsibilities of the parent, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

5. Creating an Inclusive Environment:

- Foster a classroom culture where ordinarily available provision is offered and all pupils feel safe, valued, and included
- Promote positive behaviour and emotional well-being.

6. Ongoing Professional Development:

- Stay informed about SEND best practices and seek training where needed.

Strategic Lead for SEND and Inclusion:

The key role of a **Strategic Lead for SEND (Special Educational Needs and Disabilities)** in a **Multi-Academy Trust (MAT)** is to ensure that the provision for students with SEND across all schools in the trust is consistent, effective, and aligned with statutory requirements and best practice. This person provides leadership, oversight, and strategic direction for inclusive education. They will also provide:

1. **Strategic Planning & Oversight:**
 - Develop and implement a MAT-wide SEND strategy.
 - Align SEND provision with the MAT's vision, policies, and improvement plans.
2. **Compliance & Quality Assurance:**
 - Ensure all schools comply with the SEND Code of Practice and legal obligations.
 - Monitor and evaluate the quality of SEND provision across the trust.
3. **Leadership & Support:**
 - Lead and support school-level SENCOs (Special Educational Needs Coordinators).
 - Foster a network of collaboration and professional development.
4. **Data & Outcomes:**
 - Use data to track the progress and outcomes of SEND students.
 - Identify gaps in provision and drive improvements.
5. **Stakeholder Engagement:**
 - Work with families, local authorities, and external agencies.
 - Advocate for the needs of students with SEND across the trust.
6. **Capacity Building:**
 - Develop inclusive practice across all staff through training and coaching.
 - Support recruitment and retention of high-quality SEND staff.

Governors' Responsibility for SEND

1. **Strategic Oversight:**
 - Ensure the school has an effective SEND policy and provision in place.
 - Monitor how SEND is included in the school's strategic development.
2. **Accountability:**
 - Hold the head teacher and leadership team to account for the quality and effectiveness of SEND provision.
 - Review outcomes for pupils with SEND to ensure progress and inclusion.
3. **Compliance:**
 - Ensure the school meets its duties under the **SEND Code of Practice (2015)** and **Equality Act 2010**.
 - Check that the school publishes an up-to-date **SEND Information Report**.

4. **Monitoring Resources:**

- Ensure staff and the SENCO have an appropriate amount of time and training to carry out their roles.

5. **Championing Inclusion:**

- Promote a whole-school culture of high expectations and inclusive education for all learners.
- Appoint a **SEND link governor** to work closely with the SENCO and report to the full governing body.