

Special Educational Needs and Disabilities

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Table of contents

Table of contents	2
Related policies and documents	3
Definitions	3
Definition of special education (SEN)	3
Definition of disability	3
Elliot Foundation Academies Trust Vision and Values	4
Policy statement and objectives	5
Roles and responsibilities	6
Partnership with parents, carers and pupils	9

Related policies and documents

- Special [Educational Needs and Disability Code of Practice](#) January 2015
- Trust Exclusion Policy
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- [Children and Families Act 2014](#) (Part 3)
- The Local Authority Local SEND Offer
- TEFAT and / or locally owned policies and guidance documents which are applicable - Health and Safety, Accessibility and Exclusions

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Trust Board.
- Where appropriate, individual academies will publish details of the procedures and practices to implement Trust policies.

Definition of special educational needs and/or Disability (SEND)

- In accordance with the SEND Code of Practice (2015) a child is considered to have special educational needs if they require special educational provision due to a learning difficulty or disability. This includes those with significantly greater learning than their peers or have a disability which is a barrier to accessing standard educational facilities or resources of a kind generally provided for children of the same age in academies or maintained schools within an identified Local Authority. The Code of Practice identifies four broad areas of needs; Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health and Physical and Sensory.
- This policy aims to address the needs of those pupils who have learning difficulties or who may have difficulty accessing the curriculum because of their special educational needs.

Definition of disability

- Many pupils who have SEN may have a disability under the Equality Act 2010.
- This is described as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. "Long Term" is described as a year or more and "substantial" is defined as "more than minor or trivial".
- This definition includes sensory impairment and medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Elliot Foundation Academies Trust Vision and Values

Vision

The Elliot Foundation was created as a safe place for children and teachers where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and teachers is at the heart of a successful and inclusive society.

Values

For children

We help children to discover themselves and aspire beyond any limitations that their context might appear to place upon them. We help them understand that they can be, 'Heroes of their own lives' building the foundations for healthy and successful lives.

For schools

In addition to the essential functional skills of reading, writing and mathematics, children need to learn how to learn and to believe that they can continue to do so. They must also possess the critical thinking skills to sift fact from fiction to be able to think for themselves, freely and creatively.

For success

To thrive, whatever their chosen path, children need confidence, curiosity and commitment. We will nurture these attitudes across all their learning experiences

For communities

Children at Elliot schools will be raised with an awareness of the world around them and their role in shaping a better future through volunteering and contributing in their communities.

Inclusion Rationale

We are committed to creating an inclusive Trust where every child feels valued, respected, and supported to achieve their full potential. By putting children first, we use professional judgement and distributed leadership to meet the diverse learning, wellbeing, and developmental needs of all children.

We promote a safe and supportive environment where everyone takes responsibility for safeguarding and wellbeing. Through kindness, respect, and celebration of diversity, we foster a culture where all individuals feel a strong sense of belonging.

We remain open to new ideas and continuous improvement, using feedback and innovation to strengthen inclusive practice. When challenges arise, we aim to learn from experience and grow, ensuring our practice continually develops.

1. Policy statement and objectives

- a. To ensure the needs of all SEND pupils are met through a positive culture, good management and appropriate deployment of resources
- b. To ensure that all SEND pupils are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- c. To consult with children with SEN and disabilities and their parents / carers in decision making and progress review wherever possible
- d. To ensure that all pupils are enabled to enjoy their time in the academy
- e. To identify any pupil's SEN as early as possible in order to put in place appropriate interventions and resources
- f. To enable full participation alongside other pupils where practicable to the taught curriculum and the 'non-taught' curriculum
- g. To ensure that SEND pupils, where there may be a vulnerability, are kept safe at all times within the academy environment, and are enabled to integrate as fully as possible with the academy population and have equal opportunity in the academy
- h. To be mindful of, and adhere to, all SEND requirements and provisions contained in the SEND Code of Practice January 2015
- i. To ensure all working practice is kept in line with current local and national policies relating to SEN and disability
- j. To work in partnership with parents, educational professionals and external agencies to enable 'best practice' to meet the needs of children with SEN and disabilities
- k. To follow procedures for multi-agency referrals and review the effectiveness of these regularly
- l. To access and utilise all available local offer resources, training opportunities and funding in order to provide up to date and appropriate resources

2. Roles and responsibilities

- a. The Principal
 - Ensure an appropriately qualified member of staff is the designated Special Education Need and Disabilities Coordinator (SENDCO) within their academy
 - Work closely with the SENDCO and SLT to determine the strategic development of the SEN policy and coordinate provision in the school
 - Have overall responsibility for the implementation provision and progress of learners with SEN and/or a disability.
 - Update the Education Committee termly as to the quality of SEND provision implemented by schools and the progress of SEND pupils
- b. Inclusion Leads
 - Work closely with Teaching and Learning/Curriculum leads to monitor and support improvement in progress data for vulnerable groups, including those children with SEND
 - Work closely with the SENDCO and SLT to determine the strategic development of the SEN policy and coordinate provision in the school
 - To support the SENDCo in implementing inclusive practice and policy across the school.

c. The SEND Coordinator (SENCO)

- The day to day operation of the academy's locally owned SEN policy
- Maintaining an overview of all children with SEN within the academy and for maintaining a register of children with SEND as a tool in tracking progress
- Carrying out and facilitating detailed assessments and observations of pupils with SEN
- Ensuring appropriate support is provided daily, through effective use of teaching and support staff alongside reviewing and updating the timetable, to facilitate appropriate support for all SEN pupils
- Ensuring that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice) is in place for all young people on SEND support
- Contributing to staff training relating to SEND issues where needed alongside offering advice and support to class teachers
- Communicating with parents of SEND pupils as and when appropriate and attending consultations with other parties
- Preparing and holding Annual Reviews for all pupils with Education, Health and Care Plans (EHC Plans) and submitting reports to the LA following the SEND Code of Practice 2015
- Preparing, overseeing and tracking EHCP applications and other funding models within LAs
- Communicating with outside agencies where necessary and reporting progress against agreed targets to their Principal /Line Manager
- Monitoring IEPs/ Individual SEN Plans and overseeing the records of pupils with SEN
- Evaluating the overall effectiveness of the provision for SEND pupils
- Providing a full transition programme for new and leaving SEN pupils
- Other relevant areas as identified by the SLT and headteacher.

d. Teachers and support staff/teaching assistants

- Teachers are responsible for working in line with the DfE Teaching Standards and providing appropriate education for all the learners within their class(es) as outlined in section 6 of the SEND Code of Practice January 2015.
- Teaching Assistants provide 'in class' individual and small group support across the curriculum to all children with special educational needs in all years. They are trained to deliver interventions and will, where deemed appropriate, provide individual support for pupils with specific needs and have input into a differentiated curriculum.
- The Regional Inclusion Provision and Practice Lead (RIPPL) is responsible for promoting and implementing inclusion, equality, and diversity policies and provision across their region. The role provides strategic leadership and guidance to ensure that inclusion remains at the centre of all decision making. They have a responsibility to provide fair, and timely responses to the needs of TEFAT's diverse communities. The Regional Inclusion Provision and Practice Lead monitors regional performance related to inclusion, identifies barriers to participation or access, and supports their locality in developing inclusive practices. The role also works collaboratively with all

stakeholders, community partners, and external services to promote equality of opportunity and continuous improvement in inclusive practice across the Trust. The Regional Inclusion Provision and Practice Lead reports on progress, provides expert advice to leadership, and supports compliance with relevant equality legislation and organisational standards.

e. Trust SEND Link Trustee

- Have an understanding of the quality and effectiveness of SEN and disability provision within the academy and update the Education Committee and Trust Board.
- Support and challenge Trust Director of SEND and Inclusion and other leaders with determining the strategic development of SEND policy and provision implementation alongside deployment of resources across the academies.

f. Identification and assessment of SEN pupils

- The academy will assess pupils as appropriate to determine their needs and the support required in line with existing practice and current guidelines
- Pupils who are working below age related when assessed will be further supported in order to define areas of specific difficulty/delay and to understand how to best meet their identified needs
- The SEN referral process can be initially triggered by teacher, support staff or parental concern directly to the SENCO in line with academy agreed communication policy
- Other external agency professionals may also raise concerns via the SENCO
- The pupil's own views will, wherever possible, be considered in assessment and decision making
- Records of all SEND pupils will be formally stored and managed on the academy management information system (MIS) in line with current GDPR requirements
- The SENCO, and if possible / appropriate, the relevant Senior Leader, will oversee admissions involving any pupil with pre-defined SEN

g. Academy request for an Education, Health and Care needs assessment (EHC)

- Interventions and resources from within the academy may meet the additional needs of pupils with SEN
- SEN support should be adapted or replaced depending on how effective it has been in achieving the desired outcomes
- Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the pupil has not made the expected progress the academy, with parental permission, should consider asking the LA to carry out an EHC Assessment

h. Education Health Care Plan (EHCP)

An EHCP is a legal document that sets out:

- A full description of the child's SEN along with health and social care needs

- The views and aspirations of the parent/carer and the child
- Outcomes for the child's progress
- Provision and support to achieve outcomes, and how education, health and social care will work together to meet the child's needs

i. Annual review of an EHCP

- Formal Annual Reviews for pupils with an EHCP are required to be held within a twelve-month period of any previous review
- Academies will work with the Local Authority in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory time frames and so that they take into account the views of the child or young person and those of the parent or carer

3. Partnership with parents, carers and pupils

- a. The Trust believes that close working partnerships with parent/carers of pupils with SEN is essential if the learning process is to be maximised.
- b. In keeping with the guidance contained in the SEND Code of Practice each academy aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEN provision, including the drawing up of individual support plans.
- c. Our academies value the importance of :
 - Listening and talking together to make plans to successfully overcome barriers to learning
 - Listening to pupils views and involving even the youngest child in the decisions that affect their future
 - Identifying and celebrating pupil's strengths and successes inside and out of education
 - Recognising the personal and emotional investment of parent/carers
 - Supporting parent/carers understanding of SEND processes and helping them understand their child's entitlement
 - Respecting different views
 - Seeking constructive ways of reconciling different views
 - Respecting the differing needs parent/carers may have themselves and offering information, advice and support
 - Recognising the need for flexibility in the timing and structure of meetings
- d. The academy will always seek parent/carer permission before making a referral to other agencies for support for their child except where this would endanger the child.