



SEND Policy 2025/2026

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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
0.1	05.02.2019	New Policy	Wendy Ainscough
1.1	04.02.2020	Reviewed	Wendy Ainscough
2.1	01.09.2020	Annual Review	Wendy Ainscough
3.1	07.09.2021	Annual Review	Rachael Sharpe
4.1	06.09.2022	Annual Review	Rachael Sharpe
5.1	04.09.2023	Annual Review - appendix added	Caren Dickinson
6.1	17.07.2024	Annual review	Rachael Sharpe
7.1	23.07.25	Annual Review	Rachael Sharpe

SENDCO – Special Educational Needs and Disability Coordinators

Bampton C of E Primary School	Mrs. C Dickinson
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Burlescombe C of E Primary School	Miss. R. Ody
Clawton Primary School	Mrs M. Steyn
The Clinton C of E School	Mrs S. Drew
Combe Martin Primary School	Mrs G. Parsons
Dolton C of E School	Mrs S. Drew
St. Helen's Church of England School	Mrs S. Walton
Webbers C of E Primary School	Miss R. Ody
Woolacombe School	Mrs B. Thompson

Alumnis Multi Academy Trust is driven by a profound vision: to empower every pupil with Special Educational Needs and Disabilities (SEND) to thrive and excel, irrespective of their background or abilities. We are dedicated to fostering a community where inclusion, empathy, and respect are deeply ingrained values, nurturing a culture where everyone can become a Changemaker.

Our core belief is for every child with SEND to flourish, celebrating diversity and uniqueness while reaching their fullest potential. At Alumnis MAT, we set high expectations, ensuring that each student has access to quality education and opportunities for growth, striving for attainment that is commensurate with their potential and aspirations.

We uphold excellence as the standard in every facet of our work, from teaching and learning to support services. Our commitment extends to providing a future-ready curriculum that equips our pupils with SEND with the skills, knowledge, and character needed to navigate an ever-evolving world. With resilience, integrity, and compassion as guiding virtues, we aim to create a future where every pupil with SEND can shine, contributing positively to society.

This policy details how as a MAT we aim to support inclusion for all of our children and sits in line with our SEND offer. The responsibility for the management of this policy falls to the Headteacher. The day-to-day operation of the Policy is the responsibility of the Special Educational Needs and Disabilities Coordinator (SENDCo). The Local Schools Committee, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High-quality teaching includes ordinarily available inclusive provision (OAIP) as detailed in our Alumnis SEND offer and teaching which is scaffolded to meet the needs of the majority of children. Some children will need something **additional to** or **different from** what is provided for the majority of children. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

All teachers are teachers of special educational needs.

Every teacher is responsible and accountable for the progress and development of all children in their class even where pupils access support specialist staff or outside agencies.

Teaching and supporting children with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of children with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, children, children's services and all other agencies.

School Admissions

No child will be refused admission to a school on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

The core objectives for SEND are as follows:

To identify children with special educational needs and disabilities and ensure that

- Dignity not deficit
- Greater complexity merits greater expertise
- Different but not apart
- Success in all its forms
- Action at all levels

In meeting our objectives we will:

- Promote inclusive teaching practices through professional development and training for educators, emphasising differentiation and universal design for learning.
- Foster a positive attitude and mindset among staff by highlighting strengths-based approaches and maintaining high expectations for all students, irrespective of ability.

- Facilitate collaborative planning and support systems involving general and special education teachers, support staff, and families in the creation and execution of individualised plans.
- Ensure an accessible learning environment by guaranteeing physical and sensory accessibility, furnishing assistive technology, and adapting classroom spaces to accommodate diverse needs.
- Engage the community through partnerships with families, support agencies, and advocacy groups, while consistently assessing and refining inclusive practices through data-driven decision-making and reflective practice.
- Establish high expectations at every level, implementing Rosenshine's Principles into universal provision.
- Value student voice and choice, and celebrate character development and achievements beyond academic success

The Board of Directors

The Board of Directors has agreed admissions criteria which do not discriminate against children with special education needs or disabilities. Each school's admissions policy has due regard for the guidance in the Code of Practice.

The Board of Directors will ensure that it makes appropriate special educational provision, in each school, for all children identified on the SEND register. The range of support will be detailed in My Plans. These Plans are renewed each term by teachers to ensure appropriate progress and to cater for the changing needs of the individual. The Board will ensure that needs identified at school level by teachers are met.

Identification and Assessment of special educational needs

Each school is committed to the early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. (See Appendix A for the MAT-wide graduated Response)

Definition of SEND

Four Main categories for SEND children:

1. Communication and interaction
2. Cognition and learning
3. Emotional, social and mental health

4. Physical and sensory

Children have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision *which is 'additional to' or 'different from'* that which is normally available in a differentiated curriculum. Our Schools regard children as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age, or;
- b) Have 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 or mainstream post-16 institutions;

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

All schools will have regard for the SEND Code of Practice 2014 when carrying out their duties towards all children with SEND, and will ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Children who have needs which require additional or different provision will be recorded on their school's SEND register and parents will be informed of this. If a child on the register progresses and no longer requires additional or different provision will be removed from the school's SEND register, following consultation with parents/carers.

Children who have medical conditions but do not require additional or different provision will be recorded on the school's medical register, instead of the special needs register.

A Graduated Response to SEND

All the Trust's schools use a graduated response to supporting children (see appendix A) and also ensure that ordinarily available inclusive provision (OAIP) is available in every class to support ALL.

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place.

For pupils with a special educational need that is being met with targeted provision within school, a cycle of **Assess, Plan, Do** and **Review** will take place. This will fit into the regular termly assessment and planning cycle for all children and will be documented on either individual My Plans. The teacher will take the lead on these and will seek advice and support from the SENDCo as and when required.

When a child has been placed on a school's SEND register and had school based targeted provision, but progress is still limited and there are still ongoing concerns, then it may be necessary to consider specific support. At this point, the SENDCo will take the lead and begin to implement a more in depth plan alongside the family and class teacher.

During this process it is often necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. A 'Team Around the Family' meeting (henceforth known as TAF) will be held where parents, the class teacher, SENDCo and other outside agencies will attend to discuss how they can support the child. These meetings will still form part of the assess, plan, do and review cycle and will be held three times a year.

External support may be indicated where the child

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of need;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Has persistent emotional or conduct difficulties;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has social, emotional and mental health difficulties which substantially and regularly interferes with the child's own learning or that of the class groups, despite having an individualised Character Development Plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Statutory Assessment of Needs (EHCP)

Where the child has not made expected progress despite at least two rounds of the **assess, plan, do and review approach**, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the My Plans and TAF meetings with outside agencies will help the Local Authority (LA) in determining when this statutory assessment of needs is required. This process will be led by the SENDCo.

Where a child has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate, so will hold annual review meetings and complete the appropriate paperwork for this process.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

The school seeks to support the education partnership between home and school by

- maintaining regular communication with the class teacher and the SENDCO where appropriate
- helping parents understand what the child is doing in school so that they can reinforce learning at home
- asking parents to undertake specific activities with their child at home
- attending and contributing to TAF meetings and annual reviews
- providing information about the local Parent Partnership Service (Devon Independent Advice Service - DIAS) who are available to provide information and advice

The child's class teacher will work closely with parents at all stages in their education and should be the first port of call in case of any difficulty. Parents of children with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Changing schools or classes

A change of school, class and staff can be an exciting, yet anxious time for all children. We recognise that this can be very challenging for some children with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to children and families

Advanced planning for children in Year 5 is essential to allow appropriate options to be considered.

The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer.

When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Transition links will be made between Pre-school settings, Foundation Stage and Key Stage 1, 2 and KS3 schools to ensure the smooth transition for children with special educational needs and the appropriate planning for their needs.

Advice on specialist provision will be sought, as necessary, from special schools.

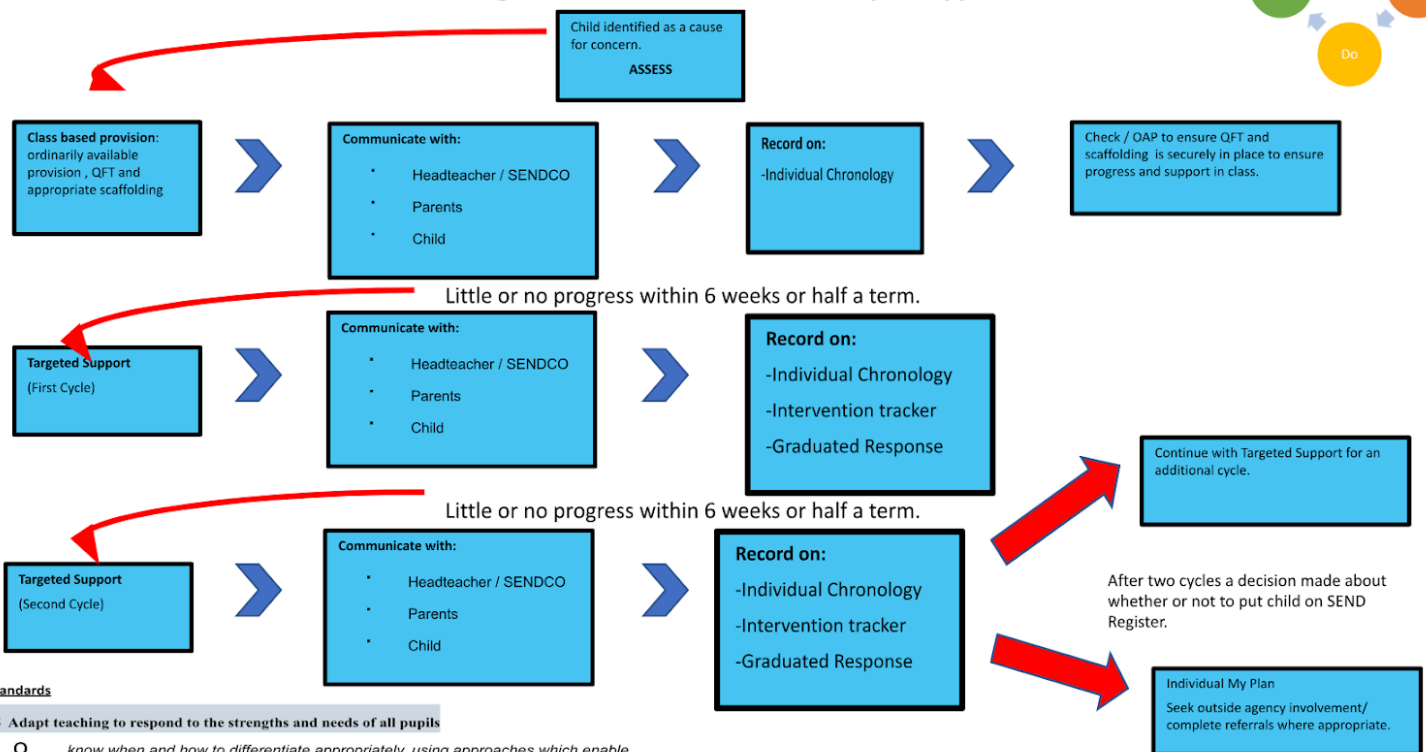
Continuing Professional Learning

- The training and development needs of all staff are regularly reviewed, including as part of their annual appraisal.
- Professional development also occurs through peer support and guidance, and professional dialogue with colleagues looking at meeting the specific needs of an individual child.
- External trainers may be brought in to address more specialist training needs such as dealing with specific medical conditions or disabilities, or to train staff in the use of specific interventions.
- The MAT, DoE, SENDCO and other SLT members provide regular professional learning to other staff in school in specific aspects of meeting the needs of children with SEND.
- All staff have regular professional learning meetings. The progress of all children, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual children's needs as necessary.

- Support staff are engaged in ongoing training.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific conditions (e.g. epilepsy, deaf awareness;) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a child.

Appendix A

Planning Provision for Children – Pathway of Support.



Teacher's Standards

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

SEND Code of Practice

High quality provision to meet the needs of children and young people with SEN 1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.