

Ethos Academy Trust

Special Educational Needs and Disability Policy

October 2025

1	Summary	Special Educational Needs and Disability Policy				
2	Responsible person	SENCO				
3	Accountable ELT member	Aimee Bedford				
4	Applies to	All staff				
5	Trustees and/or individuals who have overseen development of this policy	SENCOs across Trust				
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	N/A				
8	Ratifying committee(s) and date of final approval	Learning and Achievement Committee Oct 2025				
9	Version Number	1.0				
10	Available on	Every	Y	Trust Website	☐	N
				Academy Website	☐	Y
				Staff Portal	☐	N
11	Related documents (if applicable)					
12	Disseminated to	All staff				
13	Date of implementation (when shared)	October 2025				
14	Date of next formal review	October 2026				
15	Consulted with Recognised Trade Unions	N/A				

Date	Version	Action	Summary of changes
16.12.2021	1	Policy amendment	Information report removed, this will be maintained at academy level. Only content change to SEND Policy v1.5 approved in July 2021 is an update to SENDCo's details after staff change and addition of new Trustee with responsibility for SEND.
28.09.23	1.1	Policy amendment	Change of remit in aims.
30.09.24	1.2	Policy review	Minor amendments to personnel and reference to mainstream school support.
02.10.25	1.0 (Trust wide version)	Policy amendment	Re-writing of the policy to ensure all statutory duties are included. Moved to a Trust wide version.

Aims and Objectives

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND) so they can participate fully in school life and achieve ambitious outcomes.
- Ensure compliance with statutory duties, including the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice (0–25).
- Promote high expectations, inclusion and equality of opportunity; remove barriers to learning through early identification and a graduated approach to support.
- Involve pupils and parents/carers in decision-making and communicate clearly about provision, progress and next steps.
- Clarify roles and responsibilities for SEND across the school community.

Vision and Values

We provide a broad, balanced and challenging curriculum that is accessible to all. We are committed to creating an inclusive environment where provision is tailored to pupils' needs and strengths, fostering independence, confidence and preparation for adulthood.

Legislation and Guidance

This policy is based on the SEND Code of Practice (0–25) and associated legislation and guidance, including:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (incl. Public Sector Equality Duty)
- Keeping Children Safe in Education; Supporting pupils at school with medical conditions; School Admissions Code

Where relevant, we reference Code of Practice requirements (e.g., duties on schools to use best endeavours, publish a SEN information report, and follow a graduated approach to SEN support).

Inclusion and Equal Opportunities

We will make reasonable adjustments so that pupils with SEND are not disadvantaged and engage alongside their peers in all aspects of school life, including trips and extracurricular activities. Admissions arrangements do not unfairly disadvantage pupils with SEND or disabilities.

Definitions

Special educational needs (SEN): A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision, i.e. provision that is different from or additional to that normally available to pupils of the same age.

Disability: A physical or mental impairment with a substantial and long-term adverse effect on a pupil's ability to carry out normal day-to-day activities. The school will make reasonable adjustments in line with the Equality Act 2010.

Broad areas of need (not categories): communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical. Pupils may have needs across more than one area, and these can change over time.

Roles and Responsibilities

SENCO: Leads day-to-day operation of this policy; coordinates provision; advises on the graduated approach; liaises with parents, staff and external agencies; oversees records; supports transition; contributes to staff CPD; and monitors impact of interventions. The SENCO is a qualified teacher and, if newly appointed, will achieve the National Award for SEN Coordination within three years.

Board of trustees: Holds strategic oversight; ensures compliance with duties (including publishing the SEN information report and accessibility arrangements); monitors the effectiveness of SEND provision and that pupils with SEND engage in school activities alongside others.

SEND link governor: Raises awareness at board level; meets termly with the SENCO; samples, reviews and evaluates provision and outcomes.

Headteacher/Head of School: Ensures resources are deployed effectively; holds overall responsibility for provision and outcomes for pupils with SEND; ensures the SENCO has sufficient time and status to carry out the role; ensures staff access to CPD; and that reasonable adjustments are implemented.

Class/base teachers: Responsible and accountable for the progress of all pupils in their class; deliver high-quality, adaptive teaching; implement the Assess–Plan–Do–Review cycle; work with support staff and specialists; communicate regularly with parents/pupils.

Parents/carers and pupils: Partners in planning and reviewing support and outcomes; invited to termly reviews (at least three times per year) and to contribute pupil voice to plans.

SEN Information Report

We publish and update annually a SEN information report describing how this policy is implemented, including identification, assessment, provision, staffing/expertise, accessibility arrangements, and complaints.

Our Approach to SEND Support

Identifying pupils with SEND and assessing their needs

We assess each pupil on entry and track progress routinely. Where progress is less than expected—e.g., significantly slower than peers, failure to close gaps, widening gaps—we provide targeted, high-quality teaching. If concerns persist, the teacher and SENCO analyse needs, drawing on assessment, pupil/parent views and, where appropriate, external advice. Slow progress and low attainment do not automatically mean a pupil has SEN; equally, attainment in line with age does not rule it out.

Consulting and involving pupils and parents

We place pupils and parents at the heart of decision-making. Early discussions agree strengths, needs, desired outcomes and next steps; notes are shared with families.

Graduated approach (Assess–Plan–Do–Review)

Assess: Clear analysis of need by teacher and SENCO, informed by assessments, pupil/parent views and specialist input where needed.

Plan: Agreed adjustments, interventions, support and expected impact, with a review date; staff are informed of needs, outcomes and strategies. A pupil profile/support plan is recorded on Provision Map/Arbor.

Do: Class/subject teacher retains responsibility for the pupil day-to-day; works with IWs/SIWs to implement and integrate support with classroom teaching.

Review: Evaluate impact with pupil/parent voice; revise outcomes and provision in light of progress; repeat the cycle with increasing precision and, where needed, specialist input.

Levels of support

School-based SEN support (code K on census): Needs met from the notional SEN budget, drawing on external specialists where required.

Education, Health and Care (EHC) plan (code E): Where needs require provision beyond that ordinarily available. The plan specifies needs, provision and outcomes; annual reviews are held (at least annually; from Year 9, with a focus on preparing for adulthood).

Evaluating the effectiveness of provision

We evaluate through provision mapping, progress data, observation, work scrutiny, pupil/parent feedback, SENCO monitoring and annual reviews. Findings inform school improvement and CPD planning.

Attendance

We apply our attendance policy with sensitivity to complex barriers some pupils with SEND face, using reasonable adjustments and support to secure regular attendance.

Safeguarding

We recognise additional safeguarding vulnerabilities for pupils with SEND and apply our safeguarding/child protection policy, accordingly, including communication support and pastoral provision. Staff are trained to be alert to indicators of abuse, exploitation and neglect and to respond appropriately.

Expertise and training of staff

The headteacher/Head of School and SENCO identify staff training needs; we provide regular CPD on inclusive, evidence-informed practice and access specialist training where needed. We maintain awareness, enhanced and specialist levels of expertise across common areas of need.

Links with external professional agencies

We work with external services, for example: educational psychology; speech and language therapy; occupational therapy; physiotherapy; sensory impairment services; CAMHS; health visitors/school nursing; social care; early help; outreach from specialist provisions; and the local authority.

Admission and Accessibility Arrangements

Admissions

We will admit all pupils whose EHC plan names the school. Our oversubscription criteria do not unfairly disadvantage prospective pupils with SEND.

Accessibility

We will not treat disabled pupils less favourably than others and will make reasonable adjustments. Our Accessibility Plan sets out how we will: (i) increase the extent to which disabled pupils can participate in the curriculum; (ii) improve the physical environment; and (iii) improve the availability of accessible information.

Complaints about SEND Provision

We encourage early, informal resolution with the class teacher/SENCO. Formal complaints follow the school's complaints policy. Information about disagreement resolution, mediation and routes of appeal is available via the local authority and the SEND Code of Practice (see Annex).

Monitoring and Evaluation

Evaluating this policy

We evaluate impact against the aims in Section 1, including early identification, progress of pupils with SEND, inclusion, pupil/parent feedback and staff confidence. Findings inform annual updates to the SEN information report and related plans.

Review

This policy will be reviewed annually by Chief Education Officer and approved by the Board of Trustees. It will also be updated in-year when legislation or local procedures change.

Links with other Policies and Documents

This policy links to: SEN information report; Local Offer; Accessibility Plan; Behaviour policy; Equality information and objectives; Supporting pupils with medical conditions; Attendance; Safeguarding/Child protection; Complaints; Careers education and provider access; Teaching and Learning.

Annex A: Key statutory duties and where they appear in the SEND Code of Practice (2015)

The following non-exhaustive list highlights duties most relevant to schools. Paragraph numbers refer to the SEND Code of Practice (Jan 2015).

- School duties to identify and support: best endeavours; inclusive practice; SEN information report (6.1–6.7; 6.79–6.83).
- Equality and reasonable adjustments (Equality Act 2010) (1.26–1.35; 6.8–6.12).
- Graduated approach: Assess–Plan–Do–Review (6.44–6.56).
- Involving parents and pupils; review frequency (6.64–6.71).
- Role and qualification of SENCO (6.84–6.93).
- Data, record keeping and provision mapping (6.72–6.78).
- Requesting an EHC needs assessment (6.63; Chapter 9).
- Preparing for adulthood from Year 9 (Chapter 8).
- SEN Information Report—publication requirements (6.79–6.83).

Annex B: Customisation checklist

Insert:

- School name and logo; policy owner; approval and review dates.
- SENCO name/contact; SEND link governor name/contact.
- MIS name and the format you use for pupil profiles/support plans.
- Links to SEN Information Report, Local Offer and Accessibility Plan.
- Local external partners and referral routes.