



Excalibur Academies Trust
Special Educational Needs and
Disability Policy

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1. Aims

- 1.1 All academies within the Trust share common values of excellence, community and individuality. It is the aim of each of our schools to provide every child within the school's catchment community with an education that meets their individual needs and delivers excellent outcomes. This policy seeks to specify how our schools respond to children with additional needs to best meet these aims. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.
- 1.2 Each academy within Excalibur Academies Trust shall ensure that:
- 1.2.1 the special educational needs (SEN) of pupils will be addressed and pupils will not be labelled, stigmatized or disadvantaged by any policy or procedure operated within the Trust;
 - 1.2.2 it works in partnership with parents, the Local Authority and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
 - 1.2.3 it has a Special Educational Needs Co-ordinator (SENCO). The SENCO, along with other school leaders will set the strategic agenda for increasing the inclusion of pupils with SEND within the academy. They will maintain and regularly review the SEN register and co-ordinate support for individual pupils. However, it will be the responsibility of all staff within the role and remit to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
 - 1.2.4 children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN unless doing so would cause significant distress or harm to the pupil or endanger other members of the school communities, in such cases an alternative placement should be considered.
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2. Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- 2.2.1 a significantly greater difficulty in learning than the majority of others of the same age; or
 - 2.2.2 a disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3. Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Trust Board and remain under constant review by Head of SEND.
- 3.1.1 Each academy will appoint a governor with responsibility for SEN. The SEN Governor will raise SEN issues at governing board meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to implement SEND policy and develop SEN provision.
 - 3.1.2 The Principal will work with the SENCO and SEN Governor to implement the SEND policy and develop the SEN provision within the school. The Principal has overall responsibility for the provision and progress of learners with SEND.
 - 3.1.3 The SENCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - 3.1.4 Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil student with SEND.
- 3.2 The academy will work in partnership with pupils, teachers, parents, the local authority, and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents of SEN pupils will be able to discuss the needs of their child with their child's teacher, tutor, the Progress Co-ordinator/Head of Year or the SENCO.

4. Identification, Provision & Assessment of SEN

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the academy and this will be used by the SENCO to make sure appropriate provision is reviewed and continued within the graduated response to need.

- 4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the academy. If necessary an individual education plan (or similar) will be drawn up for each student with SEN.
- 4.3 On entry to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENCO and Subject Leads to identify any potential areas of need. Pupils may then be added to the SEN Register in line with the Code of Practice guidance for SEN.
- 4.4 The assessments taken by pupils upon entry may include CATs, SALT screeners, Reading, Writing, Spelling and/or Maths tests, Sensory Screeners, social and emotional screeners or other relevant screeners.
- 4.5 Quality First Teaching is the first response to meeting a pupil's educational needs. All pupils should be in the classroom with their peers accessing education being delivered by a qualified teacher as frequently as possible. Interventions occurring outside of the classroom should be research based, time limited, delivered by trained individuals and frequently reviewed for impact. All data generated by interventions that take place out of the classroom should be fed back to the class teacher/s to inform ongoing practice.
- 4.6 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Subject Leads. If a pupil has not made expected progress, then interventions will be put in place. If a member of staff identifies a pupil whose special educational needs are not met by the adapted delivery of Quality First Teaching, then the class teacher will work with the pupil setting clear intended outcomes and providing greater support. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed via a formal referral process.
- 4.7 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional provision for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. An Individual Education Plan will be drawn up by the SEN team with copies shared with all staff concerned with the pupil's progress.
- 4.8 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.

- 4.9 Where internal support is not effective in supporting the pupil, a referral to the Educational Psychologist or other relevant specialist should be completed with the parents' knowledge and information and strategies for support shared with all staff and monitored by the SENCO.
- 4.10 If there are no concerns regarding the pupils' academic progress then the academy will ensure appropriate adaptation continues in the classroom and interventions are put in place if appropriate.
- 4.11 Contact details for professionals who are able to assess may be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be regularly involved in developing and reviewing support plans/strategies.
- 4.12 All staff teaching pupils on the SEN register will be made aware of the individual needs. Leaders and the Special Needs team will help teachers when required to develop techniques to support adaptation and ensure that appropriate resources are available.

5. Reviewing

- 5.1 All pupils regardless of needs are set intended outcomes. Data collated during the academy reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-Bound targets (SMART) set to ensure that progress is made. These are recorded using Individual Education Plans (IEPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCO may refer to a specialist service such as an Educational Psychologist.
- 5.2 Where, despite the academy having taken relevant and purposeful action, as set out above, to meet the pupil's needs and they have not made expected progress, the academy will consider requesting an Education, Health and Care needs assessment.
- 5.3 If a pupil has an Education Health and Care Plan an annual review is held in accordance with legal requirements.
- 5.4 If, as a result of appropriate progress, a pupil is removed from the SEN register, the parents or carers will be informed, and the pupil will continue to be monitored through the academy's structured reporting programme.

6. Policy Links

- 6.1 This policy should be read in conjunction with:
- 6.1.1 SEN Information Report (updated annually)
 - 6.1.2 Equality, diversity and inclusion policy

- 6.1.3 Accessibility Plan
- 6.1.4 Behaviour policy
- 6.1.5 Supporting pupils with medical conditions policy