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Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	December 2022	LCR	Complete re-write
V2	June 2024	LCR	Language changed from Wave 1 to Universal offer
V3	August 2025	DJA	Minor changes to references to the latest DfE guidance documents

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1. AIMS AND OBJECTIVE

Our Special Education and Needs and Disabilities (SEND) Policy aims to:

- Make sure the Maltby Learning Trust Academies fully implements national legislation and guidance regarding students with SEND
- Set out how our Academies will:
 - Support and make provision for students with Special Education and Needs and Disabilities
 - Provide students with SEND access to all aspects of Academy life so they can engage in the activities alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents/carers involving them in discussions and decisions about support and provision for the student.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents/carers in discussions and decisions about support and provision for the student
- Make sure the SEND Policy is understood and implemented consistently by all staff.

2. VISION AND VALUES

Maltby Learning Trust is committed to delivering exceptional learning experiences that enable all people to thrive in a competitive world and lead successful and fulfilling lives.

All students, including those identified as having Special Educational Needs and/or Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life. All students are valued equally.

Our Academies will provide all students with access to a broad and balanced curriculum.

We are committed to creating an inclusive environment, where provision is adapted to the needs and abilities of students, no matter how varied.

3. LEGISLATION AND GUIDANCE

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#) (updated 2024) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out Academy's responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Local Authorities and schools, (including Academies) responsibilities for Education, Health and Care (EHC) Plans, SEND co-ordinators (SENCOs) and the Special Educational Needs (SEN) Information Report

- The [Equality Act 2010](#) (section 20), which sets out the Academy's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the Academy'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 students with SEND
- [SEN and disability duties for governing boards \(Feb 2025\)](#) sets out expectations for monitoring SEND provision and outcomes. (link inserted)
- The [School Admissions Code](#), which sets out the Academy's obligation to admit all students whose Education, Health and Care (EHC) Plan names the Academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Department for Education's SEND and Alternative Provision Improvement Plan (2023–2025) [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan](#)

This Policy also complies with our funding agreement and articles of association.

4. INCLUSION AND EQUAL OPPORTUNITIES

At our Academies we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the Academy environment to make sure that students with SEND are included in all aspects of Academy life.

Adaptive Teaching at a Universal level is used to promote all to succeed. Teachers will adapt teaching in the classroom.

5. DEFINITIONS

SPECIAL EDUCATIONAL NEEDS

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

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 generally provided for others of the same age in mainstream Academies.

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 Academies.

DISABILITY

Students 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 Academy will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

THE FOUR AREAS OF NEED

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students 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>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students 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• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students 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. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students 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 students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. ROLES AND RESPONSIBILITIES

THE SENDCO

Each Maltby Learning Trust Academy has a named SENDCo; details can be found within the individual Academy SEND Information Report.

The SENDCo will:

- Inform any parents/carers that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Principal and SEND Governor to determine the strategic development of the SEND Policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students

- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- Ensure that when a student moves to a different Academy or institution, all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, Academy or institution in a timely manner
- Work with the Principal and Academy Governors to make sure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the Academy keeps its records of all students with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the Academy's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the Local Authority in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the Academy's SEND Information Report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the Academy's identification of SEND, both within the Academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

THE BOARD OF TRUSTEES

The Board of Trustees will:

- The Trust Board will have regard to the latest statutory guidance, including the Department for Education publication 'SEN and disability duties for governing boards' (Feb 2025), which sets out expectations for monitoring SEND provision and outcomes.
- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the Academy alongside students who don't have SEND
- Inform parents/carers when the Academy is making special educational provision for their child
- Make sure that the Academy has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an Annual Report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the Academy website about how the Academy is implementing its SEND Policy, in a SEND Information Report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the Academy's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCo for the Academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice.

THE SEND LINK GOVERNOR

Each Maltby Learning Trust Academy has a SEND Link Governor. The name of the individual Link Governors can be found within the Academy SEND Information Report.

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Local Governance Committee meetings
- Monitor the quality and effectiveness of SEND provision within the Academy and update the Local Governance Committee on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND Policy and provision in the Academy.

THE PRINCIPAL/SENIOR LEADERSHIP TEAM

The Principal/Senior Leadership Team will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the Academy
- Work with the SENDCo and Academy governors to make sure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the Academy's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the Academy's plan for professional learning and development (PLD)
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the Academy's identification of SEND, both within the Academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

CLASS TEACHERS

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND Policy and the SEND Information Report
- Communicating with parents/carers 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/carer, the student and the Academy
 - Listen to the parents/carers concerns and agree their aspirations for the student.

PARENTS/CARERS

Parents/carers should inform the Academy if they have any concerns about their child's progress or development.

Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside Academy and any changes in the student's needs
- Given the opportunity to share their concerns and, with Academy staff, agree their aspirations for the student
- Given regular report on their child's progress.

The Academy will take into account the views of the parent/carer in any decisions made about the student.

THE STUDENT

Students 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 student:

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

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

7. SEND INFORMATION REPORT

The Academy publishes a SEND Information Report on its website, which sets out how this policy is implemented in each of the Academies.

The Information Report will be updated annually and as soon as possible after any changes to the information it contains.

8. OUR APPROACH TO SEND SUPPORT

IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS

Maltby Learning Trust Academies aim to ensure that the identification and assessment of students with Special Educational Needs and/or Disabilities takes place as early as possible and as quickly as is consistent with thoroughness.

Each Academy keeps a register of students with Special Educational Needs and/or Disabilities in accordance with the 2014 SEND Code of Practice (6.6 P.85) and maintains all records relevant to decisions made in relation to any student's registration.

Each Academy will assess each student's current skills and levels of attainment on entry and will continue to do so periodically.

We will assess each student's current skills and levels of attainment when they start at the Academy. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the Academy may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making progress that is not in line with their peers, they will target the student's area of weakness with adaptive, differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need.

Where necessary they will, in consultation with the student's parents/carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, along with the views and wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the Academy, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP).

Then the Academy will work in a multi-agency way to make sure we get relevant information before the student starts at the Academy, so support can be put in place as early as possible.

CONSULTING AND INVOLVING STUDENTS AND PARENTS/CARERS

Maltby Learning Trust Academies aim to ensure that the wishes, feelings and knowledge of parents/carers are taken into account when making assessments and planning actions to meet their child's Special Educational Needs and/or Disabilities. We encourage parents/carers to recognise that they have responsibilities towards their child, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their child's needs.

Parents/carers of students with Special Educational Needs and/or Disabilities will be given the same general information and chances to share in their child's progress as all parents/carers. In addition to this, parents/carers of students with Special Educational Needs and/or Disabilities may require and expect information in the following:

- The Academy SEND report via the website
- The SEND support available from both the Academy and the Local Authority
- The SEND assessment and decision-making procedures
- Other services provided by the Local Authority for students in need of additional support
- Local and national voluntary organisations which may provide advice and counselling
- The work of the SENDIASS (formerly Parent Partnership) services.

Maltby Learning Trust Academies place high value on the role of partnerships with parents/carers in obtaining the most effective provision for students with Special Educational Needs and/or Disabilities. These partnerships can be fostered through:

- The Academy explaining to parents/carers its concerns about their child's Special Educational Needs and/or Disabilities and strategies that may be used to meet their needs
- Parents/carers working with the Academy in supporting special programs and encouraging their child to take an effective part in them

- The Academy responding quickly to parental concerns about a student's Special Educational Needs and/or Disabilities
- Parents/carers responding quickly to the Academy's request for their involvement in meeting their child's Special Educational Needs and/or Disabilities
- The Academy and parents/carers having joint meetings, to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the student and the Academy. This should be used as the forum to review any targets and IEPs and provide an opportunity for the parent/carer to share their concerns and, together with the teacher, agree their aspirations for their child.
- The views of the student will be included in any planning or review process. This could be through involving the student in all or part of the meeting or gathering their views as part of the preparation for the meeting.

Following the meeting the SENDCo will need to inform all appropriate Academy staff of the outcomes and agreed targets, as well as updating the student's record and/or IEP as appropriate.

Any IEP/targets will be shared with parents/carers in a timely manner following the meeting.

THE GRADUATED APPROACH TO SEND SUPPORT

Once a student has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENDCo will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be taken into account. The Academy may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the student, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, (SIMS), and will be made accessible to staff in a Student Passport (Secondary Academies) and IEP (Primary Academies).

Parents/carers will be fully aware of the planned support and interventions; they may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will 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.

The SENDCo will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student.

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

LEVELS OF SUPPORT

Academy-based SEND provision

Students receiving SEND provision will be placed on the Academy's SEND register. These students have needs that can be met by the Academy through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the Academy's notional SEND budget. On the census these students will be marked with the code K.

Education, Health and Care (EHC) Plan

For students who have received graduated SEND provision and still need more support than is available through the Academy's SEND provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the Academy's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC Plans
- Getting feedback from the student and their parents/carers.

9. EXPERTISE AND TRAINING OF STAFF

Maltby Learning Trust Academies aim to ensure all staff (teaching and non-teaching) develop their knowledge and understanding of SEND through both external and internal in-service training. This includes providing opportunities for staff to develop and reflect upon their understanding of Special Educational Needs and/or Disabilities and build their expertise in providing for students with such needs, in accordance with Academy Development Plans.

Teaching staff are encouraged to:

- Be upskilled and have a secure knowledge of SEND to adapt teaching in the classroom to allow all children to access the learning and make progress.
- Develop their understanding of Special Educational Needs and/or Disabilities as well as the educational, social and personal implications for a student with Special Educational Needs and/or Disabilities.
- Develop their teaching expertise in providing for students having Special Educational Needs and/or Disabilities.
- Develop a secure knowledge of strategies to provide high quality teaching for all students.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.

Training and opportunities to develop a secure knowledge of SEND will regularly be provided to teaching and associate professional staff. The Senior Leaders, Trust Director of SEND and the SENCo's will continuously monitor to identify any staff who have specific training needs and will incorporate this into the Academy's plan for continuous professional development.

10. LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

Maltby Learning Trust Academies seek advice and help from agencies, and work in partnership with them to meet the needs of students. Where a student continues to make little or no progress, despite well-founded support and adaptive teaching that is matched to the student's area of need; the SENDCo will consider involving specialists, including those from outside agencies.

The Academy may involve specialists at any point to advise them on early identification of SEND and effective support. The Academy will involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite well-founded SEND support.

The student's parents/carers will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent/carer, and teaching staff supporting the student, in the same way as other SEND support.

The SENDCo and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress.

THE SPECIALIST INCLUSION TEAM

The Local Authority provide a range of services to support students who are struggling to overcome their learning barriers. The SENDCo will liaise with the inclusion service and direct time as the need requires.

THE EDUCATIONAL PSYCHOLOGIST

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with students as well as providing expert advice to their parents/carers, and to other adults who teach and support them.

Within the Academy, Educational Psychology services provide a wide range of functions, including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence-based interventions. They provide on-going advice about students with EHC Plans. They also make links with wider community services and psychological therapies (mental health) especially in relation to child protection, Child and Adolescent Mental Health Services (CAMHS), and managing challenging circumstances and crises such as suicide, death, bullying and harassment. The SENDCo will liaise with the Education Psychologist and direct time as need requires. Educational Psychology provision is procured centrally via the Maltby Learning Trust.

CHILD AND ADOLESCENT MENTAL HEALTH SERVICES (CAMHS)

CAMHS are mainly local services that provide mental health assessment and treatment to students and their families. They also provide advice, consultation and support to other individuals and agencies involved in children's care. A range of professionals may work in CAMHS including therapists, nurses, psychiatrists, psychotherapists, psychologists and social workers.

The Trust is part of the trailblazer project where CAMHS, With Me in Mind, provides bespoke provision to promote and support good mental health through corridor workshops, assemblies, group work or CBT sessions with students.

11. OTHER ROLES WHICH SUPPORT STUDENTS WITH SEND

OCCUPATIONAL THERAPISTS

Occupational therapists help students achieve or maintain their maximum level of independence and develop the practical life skills needed to participate to their full potential at home and in education.

PHYSIOTHERAPISTS

Physiotherapists are concerned with a child or young person's balance, movement and co-ordination. In Academies, the physiotherapist will advise the teacher and teaching assistant on activities which will be helpful, such as exercise routines and games which could be done during Physical Education lessons.

SOCIAL CARE INCLUDING EARLY HELP

The Academy will cooperate at all times with Social Care when a student is either 'in need' or 'at risk' of significant harm. If there are concerns which do not meet the threshold of social care, the Academy will request support from the Early Help Team, with permission from parents/carers.

SPECIAL EDUCATIONAL PROVISION

Liaison with specialist special educational providers will sometimes be necessary for advice, resources, or possible reintegration into mainstream for some students who have needed to spend time at another establishment.

OTHER SEND AGENCIES

- Speech and Language Therapy (SALT)
- Hearing Impaired Service
- Visual Impaired Service
- Multi Agency Support Team (MAST)

12. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

The Academy is committed to treating all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Academy Admissions Policy for Entry to School 2025/26, and the Academy Accessibility Plan details how the Academy will:

- not treat students less favorably for a reason related to their disability
- make reasonable adjustments for disabled students so they are not at a substantial disadvantage plan
- to increase access to education for disabled students.

All policies and plans are in accordance with the planning duty in the Equality Act (2010), Supporting pupils with medical conditions at school' (2017) and 'Education for children with health needs who cannot attend school' (2023)

ADMISSION ARRANGEMENTS

Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents/carers from applying for a place for their child.

The Academy's arrangements for the admission of prospective students with SEND or a disability can be found in the Admissions Policy for Entry to School 2025/26.

A small number of children will have an Education Health Care Plan that names this school, and these children will be admitted to the school if named as part of that process.

The majority of children with Special Educational Needs will not require an Education Health Care Plan. Applications for children who have Special Educational Needs but no Education Health Care Plan, will be considered on the basis of the Admission Authority's published admissions criteria.

ACCESSIBILITY ARRANGEMENTS

- The Academy implements steps to prevent disabled students from being treated less favourably than other students. Details and information can be found in the Academy's Accessibility Plan on the Academy website.
- The Academy provides a range of facilities to help disabled students access the Academy, including the provision of auxiliary aids and services. This information can be found in the SEND Information Report on the Academy's website.
- The Academy's accessibility plan can be found on the Academy website. It covers how the Academy will:
 - Increase the extent to which disabled students can participate in the curriculum
 - Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled students

13. COMPLAINTS ABOUT SEND PROVISION

Any concerns that emerge will be raised through individual Academy procedures and will involve the child and parents/carers in the decision making.

Academy specific information on procedures for registering a SEND concern can be found in individual Academy SEND Information Report on the relevant Academy website.

Where parents/carers have concerns about the Academy's SEND provision, they should first raise their concerns informally with the SENDCo. The Academy will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in the Academy should be made to the SENDCo in the first instance. They will be handled in line with the Academy's Complaints Policy which can be found on the Academy websites.

The Academies within the Trust are committed to sharing information at key transition points. Where there are concerns regarding a child there are swift and robust measures in place to identify this.

Any concerns that emerge will be raised through individual Academy procedures and will involve the child and parents/carers in the decision making. Academy specific information on procedures

for registering a SEND concern can be found in individual Academy SEND Information Report on the relevant Academy website.

If the parent/carer is not satisfied with the Academy's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

14. MONITORING AND EVALUATION ARRANGEMENTS

EVALUATING THE EFFECTIVENESS OF THE POLICY

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- The whole school approach to SEND including- All staff's awareness of students with SEND throughout the year.
- How are curriculums adapted to meet the needs of all students.
- How a graduated approach to provision allows children with SEND to make progress and access all aspects of school life.
- How adaptive teaching is used to allow all children to achieve their potential.
- Students' progress and attainment once they have been identified as having SEND.
- Whether students with SEND feel safe, participate in extra-curricular activities, feel valued and included in the Academy community.
- Comments and feedback from students and their parents/carers.

MONITORING THE POLICY

This policy will be reviewed by the Trust Director of SEND and the SENDCo's **every year**.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year and in light of any forthcoming national SEND reforms, particularly government changes around early intervention, accountability and specialist provision.

The policy will then be approved by the Maltby Learning Trust Board.

15. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- SEND Information Report
- The local offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives

- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy (aligned to statutory guidance, Keeping Children Safe in Education 2025)
- Complaints Policy.