Mid-Trent Multi Academy Trust

SEND Policy

September 2025

St Andrew's CE Primary School

Colwich CE Primary School

St Peter's CE Primary School

Flourish Early Education

Document Control Information

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Version History				
Version	**Date**	**Detail**	**Author**	**Key Changes**
1.0	13-12-18	Initial	MAT	New Policy
2.0	November 2019	Review	Paul Hayward	No changes
3.0	23-09-21	Review	Paul Hayward	• All references to Local Governing Bodies (LGBs) now changed to Local Academy Committees (LACs) • SENCo now known as SENCo (Inclusion Lead) to reflect to new Inclusion post within the Trust • Inclusion Lead's job description replaces section 4.1 Roles and Responsibilities for the SENCO.
3.1	11.09.23	Review	Samantha Langston (MAT SENCO)	• Additional information added regarding support plans for pupils at monitored and SEN Support. • Additional information added about working with agencies, curriculum, training, complaints and provision in school.
3.2	09.09.24	Review	Samantha Langston (MAT SENCO)	No changes
3.3	03.07.25	Review	Samantha Langston (MAT SENCO)	• Additional contact information due to maternity leave. • Additional information added about provision offer.

Approval History			
Version	**Approver**	**Date**	**Included in the minutes of**
1.0	MAT Board	13/12/18	MAT Trust Board Meeting of 13th December 2018
3.0	MAT Board	23/09/21	MAT Trust Board Meeting of 23rd December 2021
3.1			
3.2			
3.3	CEO	03.07.2025	Leadership Forum 03.07.2025

1. Vision and Values

Our school vision and associated values mean that we are committed to opening doors to education for all learners. We firmly believe that adapting learning to meet the needs of individuals is the key to enabling our learners to get the most out of the educational opportunities available to them, helping them to become emotionally resilient, confident and competent adults who are able to realise their limitless possibilities and make a positive contribution to their community and the world more widely.

2. Aims

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Local Academy Committee, the Headteacher and the SENCo (Inclusion Lead) , all other members of staff, both teaching and support staff, have very important day-to-day responsibilities.

At Mid-Trent Trust Schools, our aim is to raise the aspirations, expectations and progress leading to achievement for all pupils with SEND.

We aim to:

- ensure access to the curriculum for all pupils
- operate a 'whole pupil, whole school' approach to the management and provision of support for
- special educational needs
- identify and provide for pupils who have special educational needs and additional needs, including the use of outside agencies and support services
- work within the guidance provided in the SEND Code of Practice
- develop and maintain partnership and high levels of engagement with parents
- provide support and advice for all staff working with special educational needs pupils
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or
- 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

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 schools.

5. Roles and responsibilities

5.1 The SENCo (Inclusion Lead)

At Mid-Trent MAT an Inclusion Lead is employed to oversee SEND practice within the Trust. They are a qualified SENCo. They are employed to ensure:

- Strategic direction and development of SEN Provision in each Trust school (with the support of, and

under the direction of the CEO and the Leadership Forum)

- Exercise a key role in assisting colleagues with the strategic development of SEN policy/ provision;
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in school development plans;
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEN;
- Work with colleagues to develop effective ways of bridging barriers to learning through:
  - assessment of needs;
  - monitoring of teaching quality and pupil achievement;
  - target setting
  - developing a recording system for progress.
- Collect and interpret specialist assessment data to inform practice;
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies;
- Work with colleagues to ensure all pupils' learning is of equal importance and that there are realistic
- expectations of pupils;
- Consider the range of teaching strategies/equipment that could be utilised for pupils requiring specialist provision.

Leading and Managing

- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school/Trust INSET provision;
- Provide regular information to the CEO and Leadership Forum on the evaluation of SEN provision and the impact on improving outcomes.

Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' Special Educational Needs through observation in the
- classroom, individual screening and assessment of reports;
- To oversee the writing and regular review and updating of Individual Education Plans;
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child;
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils;
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom;
- To use data generated by school assessments effectively to inform future pupil progress.

Communication and Reporting

- To write reports for parents on the pupils receiving specific teaching;
- To liaise with parents and carers regarding pupil progress and concerns, a child's IEP, and to be

proactive in communication about these issues;
- To make recommendations to parents concerning the use of external agencies for identifying SEND.

Professional Knowledge and Development

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of
- Practice and of the school's curriculum and policies;
- To participate in INSET provided by the School/Trust and where appropriate to lead INSET on SEND issues;
- To ensure that the Trust's Health and Safety Policy is followed.
- Other professional requirements
- Support annual reviews and attend / chair when necessary;
- Liaise with other school SENCOs as required.

5.2 LAC SEND Governors

LAC SEND governors sit on each Local Academy Committee (LAC). The LAC SEND governor for:

- Colwich CE Primary is Rebecca Barry
- St Andrew's CE Primary is Tim Cawley
- St Peter's CE Primary is Kieran Sanders
-

Each LAC SEND governor will:

- Help to raise awareness of SEND issues at local academy committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCo (Inclusion Lead) to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The headteacher will:

- Work with the SENCo (Inclusion Lead) and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Report termly to their LAC and the Board of Directors about SEND provision in their school

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo (Inclusion Lead) to review each pupil's progress and development and
- decide on any changes to provision
- Ensuring they follow this SEND policy
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6. Graduated Response

STEP 1 – Support for All Children

- All children have access to daily high-quality teaching and learning.
- Teaching and learning within the classroom is adapted and personalised by, or under the direction of, the class teacher to meet the diverse needs of all learners.
- Assessment is regularly completed and pupil outcomes monitored and reviewed in order to identify learners who may be struggling with their learning in line with the school's assessment policy.

STEP 2 – Identifying a Concern and Initial Support Plans (Yellow)

- Parents/carers may raise concerns regarding their child's progress in learning and/or development with their child's class teacher.
- The child's class teacher will begin to monitor the concerns raised within the classroom.
- Concerns may also be raised by the pupil, the teacher, support staff, the child's previous school or early years setting.
- Where staff have evidence that certain children are still not making adequate progress despite adaptive teaching and interventions, teaching staff may make a referral to the SENCo, clearly indicating previous interventions and reasonable adjustments in place.

The Code of Practice describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider

Procedures for referral:

- Class teachers report concerns to the SENCo and Inclusion Lead
- Actions are discussed to support the child and address concerns raised.
- Support or intervention agreed will be put in place for a designated period of time (eg. An intervention programme is to be completed for a period of two half-terms)., after which progress against targets set will be reviewed.
- This intervention will be recorded on a support plan (yellow). The child will be added to the SEND register as monitored, and their progress will be reviewed regularly.
- At the point a plan is created for a child and they are added to the school's SEN register as monitored,
- Parents/carers will be informed of the initial plan and targets shared with them.

STEP 3 – Intervention through the graduated response and SEND Learning Plans (Red)

Following a period of support through the SEND monitor phase which has resulted in less than expected progress OR once a potential special educational need is identified, the graduated response (outlined below) will be followed in consultation with parents/carers/pupils as appropriate.

Graduated Response

- Assess
- Plan
- Do
- Review

In some instances, specialist services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults involved in the pupil's learning.

Targets the child is working on and provision put in place to support them will be detailed in a SEND learning plan (red) and the child will be recorded as SEND Support on the SEND register.

SEND Learning Plans and targets set will be shared with parents/carers by the child's class teacher at regular review points (termly) and both parents/carers and the pupil will be involved in reviewing progress made and setting targets for new plans.

Individual pupil progress at SEND Support level will be monitored in line with the whole school assessment policy.

STEP 4 – Request for Statutory Assessment

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education and Health Care Plan (EHCP) will be started by the SENCo (Inclusion Lead) in

conjunction with the parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

7. SEND information report

Please see the school's online SEND information report which can be accessed using the links below:

Colwich CE Primary School Information Report

St. Andrew's CE Primary School Information Report

St. Peter's CE Primary School Information Report

8. Our Curriculum

Teachers are responsible and accountable for the progress and development of ALL pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum and providing reasonable adjustments to ensure all pupils are able to access the curriculum. for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to support children with additional needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Reviewing and adapting interventions offered within school to support children with additional needs.

9. Additional Provision

We have a number of interventions run throughout school to support children with additional needs. These interventions may be put in place following conversations about a child's progress or because of additional needs where a programme of support has been provided. These interventions may take place within or outside of lessons, 1:1 or in small groups and will all be detailed on the class provision map or a child's support or learning plan. Where required, additional adult support may be provided in lessons to support children with SEN. This may be small group or 1:1 depending on their additional needs.

Interventions may include:

- Speech and Language Therapy
- Occupational Therapy
- Little Wandle Phonics Catch Up
- Targeted reading, writing, spelling and Maths support
- Nurture and SEMH provision

Bespoke provision may be created to meet the needs of the children following advice from external agencies and whole school planning. We currently have the following bespoke provision offers:

- The Retreat (St Peter's) – an SEMH provision for children who are struggling to remain in the

classroom full time or need specific support for their communication and interaction and emotional needs.

- Woodland Maths (St Andrew's)- a small group curriculum offer where children access a curriculum delivered at their level and pace.

10. Working with other agencies

The school works closely with a number of external agencies including Autism Inclusion, CAMHs, CYPAS, Occupational Therapy, Physiotherapy, and the Speech and Language service.

Where additional support is required, school will seek advice from Educational Psychologists, Behaviour Support, Learning Disability Team and Early Years Forum.

All schools are part of the North Stafford SEND and Inclusion Hub. The Hub meets half termly to discuss the SEND and inclusion needs of children and young people and agrees support strategies. If a referral is made into any external agencies or Hub, this will be completed alongside discussions with parents and consent gained.

External agencies may wish to meet with or speak to parents alongside their work with the child, and school will support families with this process.

All support received by external agencies, will be kept on file to track support each child receives. As well as working alongside other agencies, staff work closely within school to support the needs of all children.

11. Staff training

Regular staff training is provided to support staff in meeting the needs of all children. This includes training on how to adapt the curriculum and provide reasonable adjustments, as well as strategies and training needed to support children with particular needs.

The needs of individual staff and children are considered when seeking training opportunities. Support from external agencies and specialist professionals will be sought where necessary and training programmes developed to meet the needs of all staff.

12. Complaints about SEND provision

Complaints about SEND provision in our school should be directed to the Headteacher in the first instance. If unresolved, the complainant will be referred to the MAT Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services First-Tier SEND tribunal complaints should be directed to: sen@globalmediation.co.uk

13. Contact details of support services for parents of pupils with SEND and the local offer

SENDIASS Contact Us (staffs-iass.org)
Staffordshire Connects | Special Educational Needs and Disabilities Local Offer

14. School SENCo

Our MAT inclusion Lead and designated SENCo for our schools is Miss Samantha Langston. The SENCo can be contacted directly via email at: senco@mid-trentmat.staffs.sch.uk or through a message left at your child's school office. Please note that our MAT SENCo currently works Mondays and Tuesdays .

From September 2025, our SENCo will be on maternity leave. In her absence, the headteachers of each school will be assuming this responsibility until her return. Please contact them via the school office with any enquiries.

St Peter's C of E Primary, Hixon. 01889 270233. office@st-peters-hixon.staffs.sch.uk.
St Andrew's C of E Primary, Weston. 01889 228769 office@st-andrews-weston.staffs.sch.uk.
Colwich C of E Primary. 01889 881286. office@colwich.staffs.sch.uk.

15. Monitoring arrangements

This policy and information report will be reviewed by the Leadership Forum annually. It will also be updated if any changes to the information provided are made during the year.

It will be annually approved by the CEO on behalf of the Mid-Trent MAT Board of Directors and shared with parents/carers via each school's website.

16. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour for Learning Policy
- Equality Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Conditions