

SEND Policy

Special Educational Needs and Disability

Create Learning Trust



Approved by	Date	Review Schedule	Date of Review
Trust Board	September 2026	1 year	September 2026
Created by: Trust SEND and Inclusion Lead			

Special Educational Needs and Disabilities (SEND) Policy

Policy Version History

Version	Date	Outline Description	Revision Author
1	June 2024	New Trust Wide Policy (Replacing school specific policies)	Trust SEND Lead (In consultation with SENDCos/parent representatives/SEND governors)
2	June 2025	Policy history added SEND Inclusion Lead responsibilities added Collaboration note added	Trust SEND Lead (In consultation with SENDCos/parent representatives/SEND governors)
3	July 2026	Changes added in response to new guidance.	Trust SEND Lead (In consultation with CEO/SENDCos/SEND Governors)

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Our Trust Guiding Principles

In Create Learning Trust we aspire to be an integral cog within an inclusive and understanding society where children with different learning needs become valued members of our society. Our school communities value inclusion and mutual respect through our educational provision. We view our educational success through the lens of how SEND is valued and as such this policy was developed in consultation with all our stakeholders including parents and families.

This Special Educational Needs Policy provides guidance to demonstrate that the school meets its statutory responsibilities for children with SEND and is committed to an inclusive curriculum.

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 states, “*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential*” (Chapter 6.1).

In line with the SEN and Disability Regulations 2014 (Part 3), the schools have a designated, fully qualified SENDCo (Special Educational Needs and Disability Coordinator) who will monitor and track the progress of any child with SEND, inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential. We will not discriminate against any pupils and will make reasonable adjustments to the curriculum where required in accordance with the Equalities Act 2010 (Part 6, chapter 1).

We will monitor and prepare for forthcoming changes to the SEND statutory framework. Where reforms are introduced, the school will review its SEND policy, provision and procedures to ensure compliance with updated legislation and statutory guidance.

It is the responsibility of all staff to support individual children, to implement strategies suggested by the SENDCo and generally be responsible for ensuring that children receive provision appropriate to their needs and agreed outcomes.

2.0 What is SEND?

Under the Children and Families Act 2014 a child is defined as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes a significantly greater difficulty in learning than the majority of their peers of the same age, or a disability which prevents them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. As stated in the Code of Practice for SEND 2015 needs will fall within one or more of four broad areas;

- Cognition and learning
- Social, Emotional and Mental health Difficulties
- Communication and Interaction
- Sensory and/or physical needs

Examples of SEND are listed below but this is not an exhaustive list.

Children with;

- Speech, language or communication difficulties
- Specific learning needs such as Dyslexia
- Fine or gross motor coordination difficulties such as dyspraxia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Social, Emotional and Mental Health concerns. (SEMH)

3.0 Our Policy Aims

- To ensure that children with Special Educational Needs and Disabilities (SEND) are able to participate in all aspects of school life.
- To ensure early identification of needs through ongoing training and work with outside agencies.
- To ensure that all learners' receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning, enabling learners to make good progress.
- To recognise and celebrate students' strengths and successes encouraging a positive self-image and supporting their self confidence and esteem.
- To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

4.0 Roles and Responsibilities

If parents or carers have any concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENDCo (could add name). The Head teacher (could add name) and school leaders are aware of any children with SEND who require provision that is different from or additional to the support already given in class to ensure effective monitoring and support.

The Academy Trust works with headteachers to determine the school's general policy and approach to provision for children with SEND. The Academy Trust ensures the appointment of a SEND governor with responsibility for SEND. The SEND Governor will liaise with the school SENDCo and/or Inclusion Lead and report back to the Academy Trust raising awareness and monitoring the quality and effectiveness of SEND provision. The Academy Trust seeks to support schools and SENDCos with strategy and training initiatives through the appointed Trust Inclusion Lead. Regular, ongoing professional development and training opportunities are identified from annual school SEND reviews to build capacity and termly SEND Hub meetings facilitate the sharing of best practice.

Our Trust executive team alongside a SEND and Inclusion specialist

- develops a strategic overview of SEND and shares this trustees
- supports school SENDCos to monitor and evaluate the quality of provision for pupils with SEND
- monitors attendance of SEND children with school
- supports SENDCos new to role and schools in need when for example the schools SENDCo is absent
- plans CPD opportunities
- attends conferences and training to cascade to SENDCos

Our Headteachers have responsibility for the management of all aspects of the school's work, including provision for children with SEND. This follows the principles as set out in the SEN code of practice. The Headteacher keeps the Academy Trust fully informed and also work closely with the SEND governor and SENDCo to determine the strategic development of the SEND Policy and provision within school.

4.1 Responsibilities of SENDCo

Our SENDCo;

- works with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in our school.
- co-ordinates provision made to support individual children with SEN, including those who have Educational Health Care (EHC) plans.
- provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching through the graduated approach.
- liaises with external agencies, especially the local authority and its support services.
- keeps accurate records of children with SEND.

All teachers are teachers of children with SEND, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of procedures for identifying, assessing and making provision for children with SEND, and are actively involved in the review process. Each class teacher is responsible for the progress and development of every child 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 Teachers work with the SENDCo to review each child's progress and development and decide on any changes to provision.

Our Teaching assistants (TAs). All Teaching Assistants working with children with SEND work with the SENDCo and liaise with class teachers, maintaining records of the children they work with, and attending reviews and meetings as needed.

5.0 Our Approach to SEND

5.1 Involving Pupils and Parents

It is important to us that in accordance with the SEN Code of practice, parents and carers feel part of the school community. We strive for a triangulated approach, pupils and parents can share their views with us and parents are recognised as equal partners as they have a unique understanding of their child's strengths and weaknesses. We strive to build positive relationships to ensure an understanding of procedures and an awareness of how to access wider advice and support. Parents will be supported and valued in their critical role in their child's education from early discussions to regular meetings. Parents and pupils are involved in the target-setting process for individual plans and their views are sought for reviews. We also encourage active participation of parents by providing guidance on how they can support their child's learning at home. Families can access information on the LA Local offer via the 'Live Well Cheshire West' website, (livewell.cheshirewestandcheshire.gov.uk) and the school's website.

5.2 SEND Information Report

This policy should be read alongside our SEND information report which details how we identify, consult, adapt and monitor children with SEND in our individual communities. Our SEND Information reports outline how our schools use the graduated approach to implement robust and timely support. In line with DfE requirements from January 2027 our individual school inclusion strategies will establish a transparent, costed, and evidence-informed plan that removes barriers to learning and participation for all pupils, particularly those with Special Educational Needs and Disabilities (SEND).

5.3 Admissions Process

All applications will be considered at the same time and we will not discriminate against any child. Please see the Admissions Policy on the schools website.

5.4 Supporting Pupils at School with Medical Conditions

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to quality education provision including school visits, clubs and residential visits. Children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act.

5.5 Attendance

Our school ensures that SEND-related barriers to attendance are identified and addressed including emotionally based school avoidance.

6.0 ACCESSIBILITY AND INCLUSION

In line with Equality Act 2010 and the DfE statutory policies requirement (March 2022) our schools plan for equal accessibility for all pupils to the curriculum, physical environment and information. The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school curriculum is inclusive and we aim for all children to be included on school visits. We will provide additional support, reasonable adjustments and risk assessments wherever necessary. A reasonable adjustment is a change to the environment or way of working. What is 'reasonable' will depend on the students difficulties, school resources and how practicable the changes are. Reasonable adjustments may include changes in timetable, the use of brain breaks, access to IT support.

In the unlikely event that it is considered unsafe for a child to take part in a school activity we will seek to provide an alternative activity which will cover the same curriculum areas.

7.0 COMPLAINTS PROCEDURE

If parents or carers have concerns or are dissatisfied with the support provided they should directly contact their child's class teacher or SENDCo. If progress is unsatisfactory, parents or carers can contact the Headteacher or send a written complaint addressed to the LAB Chair. The full school complaint procedure can be found on the school website.

8.0 COLLABORATION

Create Learning Trust SEN policy is a collaborative policy, involving all schools in the trust who communicate with each other and work together to achieve more than any one school could achieve on its own. The SEN leadership group comprises of a Trust SEND and Inclusion Lead and SENDCos from each school who meet termly to share and develop policy, practice, solutions and answers.

This policy should be read in conjunction with the following policies;

*Accessibility plan * Behaviour *Equality information and objectives *Supporting children with medical condition *Attendance policy *Safeguarding policy * Complaints policy * Suspensions and Exclusions Policy

Appendices

Key SEND Information for Cuddington School
Mrs. Hacking, Mrs. Potter, Mrs. Ducker & Mrs. Howard

Academic Year	SENDCo	SEND Governor	Date of Review
2026/27	Jenny Ducker	Susie Howard	July 2026