SEND POLICY

Mission Statement

WeST holds a deep-seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all children and adults that we serve are given every opportunity to fulfil their potential and succeed in life.

Person(s) responsible for updating the policy:	Sue Costello
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Providing Accessible Formats

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1. Statement of Intent

Westcountry Schools Trust is committed to the inclusion, achievement, and well-being of all pupils. We believe that every pupil has the right to a high-quality education that is inclusive, equitable, and tailored to their individual needs. We aim to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential and are prepared for life beyond school.

This policy outlines our approach to identifying, supporting, and reviewing the needs of pupils with SEND across all schools within the Trust.

2. Legal Framework

This policy complies with the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Supporting Children at School with Medical Conditions (DfE, 2014)
- Keeping Pupils Safe in Education (DfE, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- • Special Educational Needs (SEN) and Disabilities: Guidance for School Governing Boards (DfE, 2025)
- • Inclusion Bases in Schools Guidance (DfE, 2026)
- Every Child Achieving and Thriving (DfE, 2026) (non-statutory policy direction)
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3. Aims and Objectives

- Ensure early identification and effective support for pupils with SEND.
- Provide high-quality, inclusive teaching that meets the needs of all learners.
- Promote a culture of high expectations and achievement for all pupils.
- Work collaboratively with parents, carers, and external agencies.
- Ensure that pupils with SEND are fully included in all aspects of school life.
- Equip pupils with the skills and confidence to become independent, resilient learners.

4. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is namely provision that is different from or additional to that normally available to pupils of the same age. This includes pupils who:

- A pupil has significantly greater difficulty in learning than the majority of others of the same age.
- A pupil has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Disability is defined by The Equality Act 2010 as:

> "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

The four broad areas of need are:

1. Communication and Interaction

- Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Pupils with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

- Pupils with learning needs may learn at a slower pace than other pupils and may have difficulty developing literacy or numeracy skills or understanding new concepts.
- Learning needs may be in addition to or as a result of other special educational needs.
- Pupils with a specific learning difficulty (SpLD) will have difficulties related to one or more of; dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and

communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. Social, Emotional and Mental Health

- Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour.
- These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other pupils may have conditions such as Attention Deficit Hyperactive Disorder, Attachment Disorder or they may have experienced a significant number of Adverse Childhood Experiences.
- SEMH is often a secondary need and a 'symptom' of another identified need.

4. Sensory and/or Physical Needs

- Some pupils require special educational provision because they have a physical disability, and this prevents or hinders them from making use of the educational facilities generally provided.
- Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
- Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. Identification and Assessment

We follow a graduated approach to identifying and supporting SEND:

- Assess: Teachers assess pupils' needs through observation, data, and feedback from pupils, parents/carers and staff.

- Plan: Adjustments, outcomes and support strategies are planned in collaboration with parents/carers and pupils, with clear review dates.
- Do: Support is implemented consistently in class and through any agreed interventions, with adjustments made as needed.
- Review: Impact is reviewed regularly using progress data and wider evidence (attendance, engagement, behaviour, wellbeing), and next steps are agreed with parents/carers and pupils.

Pupils may be placed on the SEND Register under:

- SEN Support (K)
- Education, Health and Care Plan (E)

6. Roles and Responsibilities

Trust Board

- Has delegated oversight of SEND to the Education Standards Committee.
- Monitors the quality and effectiveness of SEND provision, inclusion and outcomes across the Trust

WeST Community Councils (WCCs) -

Review the SEND information report.

- Monitor the implementation of the SEND policy and school-level SEND Information Reports.

Headteachers

- Ensure the SEND policy is implemented effectively.
- Allocate resources to meet the needs of pupils with SEND.
- Ensure that the SEND Code of Practice (2014) is adhered to.
-Ensure that all staff have high expectations for all pupils.
- Ensure that the quality of teaching for pupils with SEND, and the progress made, is a core part of the school's self-evaluation and professional development.
-Ensure that the school meets its statutory duty to make arrangements to support pupils with medical conditions, those who need intimate care and those who require a level of

physical support to fully access their entitlement to a quality education or to escape in an emergency. (Please see additional school policies in these areas.)

SENDCos

- Must be qualified teachers with the NASENCO or NPQSEND or working towards achieving this.

- Ensure that the school has an accessible SEND Information Report which is reviewed annually and contains the information as set out in the SEND Code of Practice (2014). - Liaise with external agencies, including working collaboratively with the Local Authority to meet statutory obligations.
- Maintain the SEND Register, oversee EHCPs and keep records of pupils with SEND up to date.
- Ensure staff are suitably trained and provides professional guidance to support high-quality provision and universal provision.

- Works with families and pupils to develop provision.

-Ensure systems for identification of need are built into the overall monitoring and progress of all pupils.

-Ensure that the school's Graduated Approach to Inclusion is clearly defined, including a strong universal offer (also known as Ordinarily Available Provision).

- Liaise with next providers of education to ensure a smooth transition.

Teachers

- Are responsible for the progress of all pupils in their class/es.
- Deliver high-quality teaching that is accessible to all learners, adapted to meet need and based on a strong universal offer.

- Deploy support staff in ways that increases independence for those with SEND.
- Work closely with the SENDCo and parents.

- Support the identification of need through the use of school systems and liaison with the SENDCo.

- Implement the advice provided by internal and external professionals.

7. Supporting Pupils with SEND

Support may include:

- Adaptive teaching strategies.
- Targeted interventions.
- Use of assistive technology or specialist equipment.
- Access arrangements for exams as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication.
- Support from external professionals (e.g. Educational Psychologists, Speech and Language Therapists).

8. Funding

Schools determine the approach to using their resources to meet the needs of pupils. For pupils with an Education, Health and Care plan, the school receives top up funding to meet the provision and outcomes of Section E and Section F of the Education, Health and Care Plan.

9. Partnership with Parents and Pupils

We value the input of parents and carers and involve them in all stages of the SEND process. Pupils are supported to express their views and participate in decisions about their education. We work in partnership with families through a co-produced approach, including agreeing outcomes, reviewing progress, and ensuring that plans describing day-to-day provision are shared in an accessible way.

10. Training and Development

All staff receive regular training on SEND. The Trust provides CPD opportunities to ensure staff are equipped to meet diverse needs, including coaching and expert guides in various aspects of SEND.

11. Inclusion Bases, Inclusion Strategy and Individual Support Plans (future direction)

We recognise the direction of travel set out in the Department for Education's February 2026 white paper *Every child achieving and thriving*, including the expectation that

mainstream settings are supported to meet a wider range of needs, with clearer accountability for inclusion and more consistent planning for pupils with SEND.

Inclusion Bases

- The trust will use the Inclusion Bases in Schools Guidance (DfE, June 2026) to review existing provision and inform the strategic development of Inclusion Bases across our schools.

Inclusion Strategy

- When it becomes statutory to do so in December 2026, each school will maintain and publish an Inclusion Strategy which explains how inclusion and SEND resources are deployed to improve access, participation and outcomes.
- This will align with, and may in time replace, the annual SEND Information Report should statutory requirements change.
- Inclusion Strategy priorities will be reviewed at least annually through school self-evaluation and Trust assurance processes.

Individual Support Plans

- Pupils will transition from their existing Learning Plan and/or Pupil Passport to an Individual Support Plan (ISP) when required under the proposed SEND reforms.

11. Monitoring and Evaluation

- The WeST SEND policy is reviewed annually and updated to reflect statutory requirements and national direction.
- Each school publishes an annual SEND Information Report (and will transition to any new statutory inclusion document if national requirements change).
- The effectiveness of SEND provision is monitored through pupil progress and achievement data, attendance, inclusion indicators (participation, suspensions/exclusions), stakeholder feedback, and internal reviews. Findings inform school improvement planning and are reported through Trust governance.

12. Accessibility and Inclusion

We are committed to making reasonable adjustments to ensure that pupils with SEND can access the curriculum, school facilities, and wider opportunities in line with the statutory obligations set out in the Equality Act 2010.

More information can be found in each school's individual SEND Information Report and Accessibility Policy.

13. Complaints

Complaints regarding SEND provision should be raised with the school's SENDCo or Headteacher. If unresolved, the Trust's complaints procedure should be followed.