



Special Educational Needs and Disabilities (SEND) Policy (2025-2026)

Warwick Schools Foundation Multi Academy Trust

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Special Educational Needs and Disabilities (SEND) Policy

Introduction

The policy sets out our expectations for all of our academies and those working with parents, local authorities and our health and social care partners. This will ensure that within the Warwick Schools Foundation Multi Academy Trust (WSF MAT) we remain committed to offering an inclusive, broad, balanced and relevant curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. It sets our vision and principles for children and young people with SEND.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) Chapter 3 and has been written with reference to, and should be read in conjunction with, the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015)
- Statutory SEND information report contents (Jan 2015 SEND Code of Practice, pg106, 6.79)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

Individual WSF MAT Academies will publish specifics about their own SEND provision to be found on each school's website.

WSF MAT Vision and Values

SEND provision is at the heart of the vision and values of WSF MAT.

We aim to provide outstanding education to all children and young people. We are fully inclusive in our provision for all regardless of any protected characteristic (age, disability, gender, sex or sexual orientation, pregnancy and maternity, race, religion or belief). We strive to ensure access for all and educational excellence in preparing young people for their futures, seeking continually to improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner.

The desire of WSF MAT is to support excellence in educational provision in the local and surrounding area, drawing on the best of all the schools and sharing practice to ensure that the life of every pupil is enhanced.

This will be achieved through:

- A relentless focus on memorable educational experiences for all children and young people;
- Innovative and dynamic SEND and inclusion provision drawing on the outstanding expertise across all our schools;
- Enhanced educational and enrichment opportunities, through a deeply collaborative way of working across all the schools;
- Meaningful ways for all our young learners to engage with each other and learn together.

It is our aim that this will result in:

- Improved outcomes: through sharing best practice and developing strong cross-school partnerships supported by centralised functions that enables schools to focus on school improvement strategies;
- Joy in learning: through an enriched curriculum, valuing Sport, Music and the Arts, including access to outstanding specialist facilities and resources;
- Improved social mobility: through a transformed and evidence-based approach to SEND and inclusion;
- Social cohesion: through meaningful and structured partnerships that enable pupils to experience education together across schools and sectors;
- Exceptional and enhanced CPD offer to support staff collaboration and progression;
- Improved well-being for all through a collegiate and supportive relationship within and across all the WSF MAT Schools and the WSF independent schools.

Objectives

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs.
2. To work within the guidance provided in the SEND Code of Practice
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-Ordinator (SENCO) who will effectively implement the SEND Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

We will operate a model in all our academies for improving the outcomes for children and young people with Special Educational Needs and/or Disabilities.

- Offering accurate identification of student needs
- Effectively tracking progress
- Successfully impacting on progress through effective interventions
- Improving provision through the development of partnerships

What are Special Educational Needs (SEN) or a Disability?

SEND: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or from, that made generally for others of the same age in a mainstream setting in England.*

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. (Code of Practice 2015)*

Provision/Intervention

- The Trust will appoint a named Trustee with particular responsibility for SEND for the Trust.
- Each academy will designate a member of the local governing body to oversee the academy's arrangements for disability and SEN.
- Academies within the WSF MAT will assess on entry by assessing a young person's skills and attainment and build on any information from previous settings if available.
- As part of the assessment process academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.
- Academies within the WSF MAT will have measures in place to accurately identify young people with SEND and ensure that this information is disseminated to staff.
- Academies within the WSF MAT will aim to meet the needs of young people with SEND and deliver the educational elements of any Education, Health and Care Plans.
- Academies will aim to ensure that young people with SEND engage in and have access to activities of the academy alongside those who do not have a SEND provision.
- Academies within the WSF MAT will designate a qualified teacher (SENCO) to be responsible for coordinating the SEND provision of young people.
- Academies will make parents/carers aware when they are making special educational needs provision for their child and shall then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.

- Within the MAT, academies will prepare an academy-specific SEND Information Report and publish it on their website. This report will outline in detail the implementation of the SEND procedure within the individual academy.
- Academies will ensure that all staff accept that SEND is their responsibility, and that subject teachers take full responsibility for the progress of children with SEND whom they teach.
- The quality of teaching for pupils with SEND and the progress they make will be a core part of performance management arrangements.
- Regular assessments will be made by class and subject teachers supported by the SENCO and Senior Leadership team.
- This in turn will highlight needs and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.
- Academies within the WSF MAT will make sure that the 'Graduated Approach' of the Code of Practice is used when making provision for students with SEND.

Working Across Education, Health and Care

- The WSF MAT will work in conjunction with education, health and care bodies and professionals to secure effective outcomes for young people in our academies.
- Each academy within the WSF MAT will cooperate with the relevant Local Authority in developing and reviewing the LA's Local Offer.
- Each academy within the WSF MAT will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.
- We shall work with our academies and local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include; speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, and other health and social care professionals.

Reviewing the Policy

The policy will be reviewed annually.

Appendices

- Equality Act 2010: advice for schools DfE (May 2014)
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Special Educational Needs and Disability (SEND) Code of Practice 0–25 (2015) and Regulations (Jan 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory SEN information report contents (Jan 2015 SEN Code of Practice, pg 106, 6.79)
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- The National Curriculum in England: Framework for Key Stages 104 (Dec 2014)
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>
- Teachers' Standards 2012 _
<https://www.gov.uk/government/publications/teachers-standards>
- Early Years Foundation Stage Framework (July 2025)
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>