Transforming Lives

EDUCATIONAL TRUST

Special Educational Needs and Disabilities Policy

September 2026

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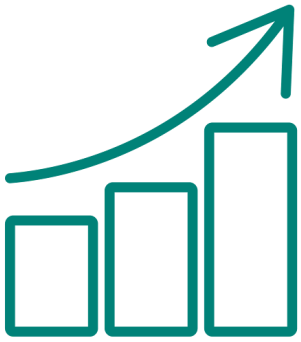
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1 – The TLET Way

Transforming Lives Educational Trust (TLET/The Trust) is a family of academies. Every TLET policy is rooted in and reflects our ambitions for pupils, students and wider stakeholders alike.

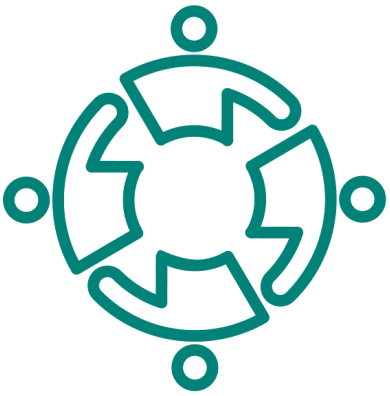
OUR AMBITIONS -
As a Trust family, our shared ambitions drive everything we do, we call this 'The TLET Way'.

Through the transformative values of courage, kindness and loyalty, together we:



NURTURE POTENTIAL

We flourish in the places we create together.



INSPIRE COMMUNITY

We champion each other to make a difference.



DELIVER EXCELLENCE

We strive to achieve our best.

2 - Definition of Terms

The below definitions have been taken from the SEND Code of Practice 2014.

2.1 Special educational needs

A pupil has SEN 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 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.

2.2 Disability

Pupils 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 school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.3 The Four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	Pupils 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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

3 – Rationale and Statutory Requirements

3.1 This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school'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 guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly

children with a disability or with special educational needs

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

4 – Scope

This policy refers to;

Parents/Carers	✔	**Trustees**	✔
Employees	✔	**Volunteers**	✔
Pupils/Students	✔	**Visitors**	
Governors	✔	**Community**	

4.1 People involved in supporting pupils with SEND:

- Transforming Lives Educational Trust - Mr Dean Merrick, Trust SEND Lead - merrickd@tlet.org.uk
- Ashlawn School - Mrs Khush Bhullar, Associate SENDCo bhullark@ashlawn.tlet.org.uk
- Houlton School - Mrs Hannah McHale, Associate SENDCo - mchaleh@houlton.tlet.org.uk
- Henry Hinde School - Mrs Rachel Howard, SENDCo - howardr@henryhinde.tlet.org.uk

4.2 Trust SEND Lead:

- Responsible for the SEND provision across the Trust
- Has a strategic role within the organisation
- Supports the SENDCo/Associate SENDCo in the day to day running of the SEND Provision within their school
- Ensures that the statutory responsibility for SEND students is upheld

4.3 SENDCo/Associate SENDCo:

- Responsible for the day to day running of SEND provision within their school
- Supports teachers who are working with SEND students to provide effective provision and support
- Ensuring that the statutory requirements of SEND students are met
- Offers support for SEND students as required during the day

5 - Roles and responsibilities

5.1 Trust SEND Lead

Is responsible for making sure the following duties are carried out, though the duties can be delegated to an individual.

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer
- Do all they can to make sure that every pupil with SEND gets the support they need. This will be done in collaboration with the SENDCo/Associate SENDCo
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Make sure that pupils with SEND have the opportunity to engage in the activities of the school alongside

pupils who don't have SEND

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Ensuring that the school provides access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report to the Safeguarding and Standards Committee
- Record accurately and keep up to date the provision made for pupils with SEND at Trust Level
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo/Associate SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine a trust wide approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils with SEND from year 8 until year 13 are provided with appropriate and independent careers advice to meet their needs

5.2 The SENDCo/Associate SENDCo

The SENDCo/Associate SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the head of school and Trust SEND Lead to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a

timely manner> This is done electronically through the programme, Provision Maps

- Work with the Head of School and Trust SEND Lead to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Inform parents/carers when the school is making special educational provision for their child
- Provide an annual report for parents/carers on their child's progress
- Make sure the school keeps its records of all pupils with SEND up to date and accurate. Any changes to a pupils needs will be communicated with teachers and the appropriate staff
- With the Teaching and Learning Leader, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for Inclusion in the school's SEND information report and any updates to this policy. This can be found on the school websites
- With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.3 The SEND Link Governor

The SEND governor will:

- Help to raise awareness of SEND issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Review stakeholder feedback in relation to SEND.

5.4 The Head of School

The Head of School will:

- Work with the Trust SEND Lead, SENDCo/Associate SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Trust SEND Lead, SENDCo/Associate SENDCo and School Governors to make sure the school 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 pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the Local Authority to support individual pupils
- Make sure that the SENDCo/Associate SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the Local Authority when a pupil needs an EHC Needs Assessment, or when an EHC Plan needs an early review
- With the SENDCO/Associate SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo/Associate SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Local Authority (SENDAR) in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo/Associate SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a Graduated Approach (Assess, Plan, Do, Review)
- 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 consider how they can be linked to classroom teaching
- Working with the SENDCo/Associate SENDCo to review each pupil'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, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

5.6 Parents/Carers

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

Parents or carers of a pupil on the SEND Register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support through parental meeting, parents evening, SEND Coffee Mornings and SEND Parent Forums. 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 SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

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

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

6 – Principles

Vision and Values

TLET is committed to a truly inclusive learning environment. This is reflected in our ambitions and the vision of each school.

Ashlawn School - Our Best, Always

Houlton School - Innovation, Aspiration & Excellence

Henry Hinde School - Equipping Children for a World of Possibilities

At our schools we will provide all pupils with access to a broad and balanced curriculum. This includes:

- Core subjects of English (Language and Literature), Maths, Science and PE
- Humanities
- Design and Technology
- Modern Foreign Languages
- Music
- Art and Design

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

7 – Policy Statement

Our special educational needs and disabilities (SEND) policy aims to:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND. This can include the use of Alternative Provision if the Head of School and Associate SENDCo deem necessary
- Help pupils with SEND fulfil their aspirations and achieve their best in the with The SEND Code of Practice 2014
- Help pupils with SEND become confident individuals living fulfilling lives together with making positive contributions to society
- Ashlawn and Houlton Schools: Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Secure the services of external agencies to ensure the continued best outcomes for students with SEND

8 – Procedure

8.1 Inclusion and equal opportunities

Where a period of high-quality inclusive teaching with targeted adaptive support has not resulted in the pupil making good progress, or where the nature or level of the child's needs are unlikely to be met by such an approach, provision may need to be made and the pupil will then be placed on the school's SEND register.

The pupil's class or subject teachers remain responsible for planning, delivering and reviewing an individualised programme of learning, with the support of the SENDCo/Associate SENDCo. At Henry Hinde School, these are referred to as IEPs (Individual Education Plans), at Ashlawn School and Houlton School these are referred to as Pupil Passports.

Intervention at this stage is additional to or different from the school's usual differentiated curriculum and strategies. This could be, but not limited to, in the form of:

- The deployment of support staff to enable timetabled one to one tuition or small group tuition (this will depend on financial resources and staff availability).
- The delivery of a specific intervention and the monitoring of its effectiveness.
- Providing different learning materials or special equipment.
- Staff development and training to introduce more effective strategies.
- One-off or occasional advice from the Local Authority (LA) support services.

This programme of learning, where possible, is agreed and reviewed with the pupil, parents and any external agencies working with the pupil. The pupil's class or subject teachers will complete assessments of the pupil's strengths and needs as required, with the SENDCo/Associate SENDCo facilitating any external assessments where applicable. Parents should always be consulted and kept informed of the action taken to help the child, how they can help at home and the outcome of any action taken by the academy. This will include removal of a pupil from the SEND register where SEN support is no longer considered necessary.

8.2 SEN information report

Each school publishes a SEN information report on the schools website, which sets out how this policy is implemented in the school. The SEN information report will detail the SEN offer within the school and will include who to contact the SENDCo/Associate SENDCo.

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

8.3 Our approach to SEND support

8.3.1 Our commitment

TLET is committed to:

- Ensuring that the quality of inclusive teaching is accessible for SEND students across all academies
- Establishing effective methods of identification of SEND across the Trust
- Enabling all SEND pupils to join in the activities of the academy together with pupils who do not have SEND as far as is reasonably possible
- Providing professional development for all staff in removing barriers to learning and maximising learning potential
- Making SEND provision an integral part of each academy's development planning through Quality First Teaching
- Providing our academies with expert support and advice, and where possible providing cross-Trust opportunities for staff development
- Regularly monitoring the progress and development of all pupils throughout each academy.

Each school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3.2 The graduated approach to SEND Support

Once a pupil 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 pupil's class teacher and the SENDCo/Associate SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school 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 pupil's need. For many pupils, 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 pupil, the teacher and the SENDCo/Associate 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 pupil will be made aware of the pupil'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, Provision Maps and will be made accessible to staff in a pupil passport/ individual education plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. Parents/carers are untitled to a copy of the pupil passport/individual education plan upon request.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. If the pupil is supported by a Teaching Assistant in the lesson, it is still the class teacher who is responsible for the pupils 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 pupil. 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/Associate SENDCo will support the teacher in further assessing the pupil's particular strengths and areas for development, 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 pupil's progress will be reviewed in line with the agreed date. The progress of a pupil will be identified through summative assessment.

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 pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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

8.4 Levels of support

8.4.1 School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil'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 pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K, a Known SEND.

8.4.2 Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school'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 pupils will be marked with the code E, and EHC plan.

8.5 Evaluating the effectiveness of SEND provision

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

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

8.6 Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support in meeting attendance expectations.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

8.7 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

8.8 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENDCo/Associate SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8.9 Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Mentoring services
- Social services

8.10 Admission and accessibility arrangements

Any pupil with an EHCP will be required to apply through SENDAR to ensure that the receiving school can meet the learning needs of the pupils.

For admissions arrangements please refer to the appropriate school admissions policy.

For accessibility arrangements please refer to the appropriate school accessibility policy.

8.11 Complaints

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

Formal complaints about SEND provision in our school should be made to the Head of School in the first instance. They will be handled in line with the school's complaints policy

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

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

To find out about disagreement resolution and mediation services in our local area, please see: https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send

9 – Monitoring

It is the responsibility of the Trust Board, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 2 of this policy.

10 – Related Documents

TLET Equality and Diversity
(School) Admissions Policies
(School) Accessibility Policies
Attendance Policy
SEND Information and Statement - Please see refer to your schools website