



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

INSIGHT MAT POLICIES AND PROCEDURES

CHANGE CONTROL

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AUTHORISATION

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Signed: 

24.06.2026

Chair of Trust Board

Date

Special Educational Needs & Disability Policy

Introduction

This policy of the Insight Multi-Academy Trust (IMAT) Board outlines the principles and procedures involved in the support of learning for children with Special Educational Needs within the IMAT.

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust, Local Academy Committees (LACs) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within Appendix 1 of this policy.

Aims

All staff and governors at each academy within the IMAT will do their best to meet the (Special Educational) Needs of all students at the academy. This will be achieved by:

- Admitting all students to an academy on the basis of the academy's published admissions procedures and welcoming all students, including those with SEND.
- Enabling all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of an Academy Improvement Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their students through the provision of appropriate support, information and advice.
- Developing a partnership between parents/carers, students and the academies in which each has an active role to play in the education of students with additional needs.

We expect students with SEND to share the values of the MAT, to contribute and benefit from high standards of behaviour which ensures a safe and calm environment.

To recognise the reasonable adjustments are appropriate and necessary to support those students with SEND, but which should not be to the detriment of the learning or safety of others, nor beyond the teacher's responsibility for the class.

Developing a wide community involvement in Special Educational Needs through the multi-agency partnership and other local initiatives to the benefit of students, this policy will identify how each academy will:

- implement procedures for assessment, identification and provision for students with special needs within the framework of the Special Educational Needs and Disability Code

of Practice. ([SEND Code of Practice January 2015.pdf](#)) and the Equality Act ([Equality Act Advice Final.pdf](#))

- Communicate the procedures identified in this policy to all those involved in the process.
- Review the provision and policy.

Key Elements

Identify students who have Special Educational Needs

1a. Who has Special Educational Needs?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice)

The Childrens and Families Act 2014 states 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

1b. Identifying children who have SEND

Under the SEND Code of Practice, identifying children with special educational needs involves a graduated approach of monitoring progress, observing development, and listening to parents. Identification is built into a school's standard assessment process and generally follows four steps:

- **Assess:** Practitioners evaluate a child's current skills and compare their progress against national or local expected levels.
- **Plan:** If a child's progress is causing concern, teachers, the Special Educational Needs Co-ordinator (SENDCO), and parents collaborate to agree on adjustments or interventions.
- **Do:** The school implements the special educational provision, which should be "additional to" or "different from" the standard curriculum.
- **Review:** The effectiveness of the support is evaluated regularly, with adjustments made as needed

2. Managing SEND Provision

2a. Co-ordinating and Managing Provision

Role of the Local Academy Committee (LAC);

Each individual LAC has important statutory duties towards students with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through an academy's self-review procedures Governors monitor effectiveness of the academy's SEND policy and provision.
- All governors will have an up-to-date knowledge of the academy's SEND provision, but a Governor will be designated to have specific roles for SEND.

Role of the Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team have responsibility for:

- Day – to-day management of all aspects of the academy's work including provision for students with SEND
- Informing the LAC
- Working closely with the Head of Learning Support (Special Educational Needs & Disability Co-ordinator, SENDCO)

Role of Head of Learning Support (or equivalent);

The Head of Learning Support is responsible for the operation of the school's SEND policy, including *use* of resources in making the appropriate provision for students with special needs, and co-ordinates all special needs activity within an academy, including co-ordination with other subject and aspect managers.

The school has a job description for the Head of Learning Support and this includes:

- The staffing arrangements for SEND support staff,
- Disseminating SEND information to support and teaching staff,
- The management of SEND provision through the devolved SEND budget.

- Co-ordinating provision for students with SEND particularly through Stages 1 and 2.
- Liaising with and advising fellow teachers and support staff.
- Keeping accurate records of all SEND students.
- Liaising with parent/carers of SEND students.
- Production of SEND Student Passports (or equivalent) with information about students' needs and appropriate strategies for working with those students.
- Contributing to in-service training.
- Liaising with external agencies.
- Liaising with other schools.
- Develop strategies, in conjunction with outside agencies, where necessary, to support the Achievement and Positive Behaviour Policy.

Role of Teachers

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap'

SEND Code of Practice

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

SEND Code of Practice

Teaching Assistants

Teaching Assistants support the teaching & learning of individuals and groups of students throughout an academy, particularly:

- Supporting students in achieving targets identified in Assess, Plan, Do, Review Plans and Education, Health and Care Plans.
- Differentiating provision for groups of students as identified in an academy's support strategies.

Teaching Assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

2b. Arrangements for considering complaints

If parent/carers wish to make a complaint about the educational provision for a SEND student please refer to the Complaints Policy, available on each academy's website.

3. SEND and Behaviour

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.' SEND Code of Practice

Monitoring and Evaluation

The Staffing and Standards Sub-committee of the IMAT Board will formally review this policy annually or more frequently if circumstances or legislation suggest it is appropriate.

Links to other policies

- Equality Policy
- Disability Equality Plan and Additional Needs Register
- Disability Equality Scheme
- Achievement and Positive Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Staff Code of Conduct
- H & S and Well-Being Policy

Appendix 1 - Learning Support Arrangements at Sir Graham Balfour School

3a. Resources for SEND

School is funded to meet the needs of students through its core budget but it receive some additional funding to support provision for SEND:

- Deprivation factors, based on the number of students receiving free schools meals;
- For pupils who do not meet expected standard in reading or maths;
- Partial funding for specific 'high cost' students (EHCP) to meet their assessed needs;
- For pupils who enter the school system with limited English proficiency (EAL);
- Specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

3b. Staff Development

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of students.

Each of the Teaching and Learning Committee meetings, which take place half termly, are attended by all staff and will have a significant CPD input by the SENDCo. This is supplemented by the CPD delivered by the Personal Development and Welfare team.

There will be specific 'opt in' sessions to support the knowledge and expertise of all teachers and Teaching Assistants in the school.

3c. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the Head of Learning Support and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Monitoring strategies to include:

- Early identification of students with SEND.

Views and opinions of stakeholders are taken into account.

- Interventions and provision are regularly reviewed and evaluated via internal quality
- individual progress and data collection following summative assessments

- The school works in close co-operation with other agencies and fosters multi-agency working.
- That Education, Health and Care Plans, and Assess, Plan, Do, Review plans are regularly reviewed and evaluated by the student, parent/carers of the student, the school and other agencies as appropriate.
- Individual students' attainment of the targets, included in Assess, Plan, Do Review (APDR) plans.
- Achievement in standardised assessments for all students and identified SEND students in particular.
- Provision for special needs students leaving the school.
- Number of SEND students receiving fixed and permanent exclusions.
- Provision of specialist or adapted equipment or learning materials.
- Additional regular individual or small group support.
- Access to specialist support from other agencies; this additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.

This provision will be identified and managed by the Head of Learning Support but will be planned and delivered by teaching and support staff.

4. Provision for students with Special Educational Needs and/or Disability

4a Quality First Teaching

At Sir Graham Balfour School, we follow the Embedding Formative Assessment (EFA) teaching programme.

The approach is particularly beneficial for SEND students for the following key reasons:

- **Low-Stakes Environment:** Formative methods (like quick check-ins or traffic light cards) eliminate the intense pressure of formal exams. This significantly reduces anxiety for neurodivergent or anxious learners.
- **Real-Time Responsiveness:** It allows educators to spot misconceptions *as they happen*. Teachers can immediately simplify a task, adjust the pace, or provide targeted scaffolding before the student falls behind.

- **Alternative Expression:** Many SEND students struggle to articulate complex thoughts in writing or speech. Formative strategies like mini-whiteboards or physical sorting activities give them a way to demonstrate understanding visually and directly.
- **Clear Success Criteria:** Breaking down long-term goals into smaller, manageable steps ensures students with executive functioning challenges know exactly what a "good" outcome looks like for that specific task.
- **Builds Independence:** By actively involving students in evaluating their own progress, it fosters self-efficacy and encourages them to take ownership of their learning journeys rather than relying entirely on adult prompts.

4b. Graduated Response

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

- Reasonable adjustments as devised by the learning support department.
- Provision of specialist or adapted equipment or learning materials (specifically for students with Physical Impairments or students with visual or hearing impairments).

Additional regular individual or small group support

- Access to specialist support from other agencies (to include physically impaired service and Autism Inclusion Team). Students accessing support from external agencies will typically be Stage 2 on the Additional Needs Register.
- This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.
- This provision will be identified and managed by the Head of Learning Support but will be planned and delivered by teaching and support staff.
- Further information about the graduated response and Education, Health and Care Plans are available on the Staffordshire Connects website a link to which is displayed in the SEND section of the school's website.

4c. Differentiated school support

Prior to identification as having SEND a student will have had access to a differentiated programme which may include:

- Targeted support by the class teacher within the classroom environment
- Reasonable adjustments as devised by the learning support department

- Access to school support programmes such as the Literacy support (PACE) groups in Y7, 8 and 9, Literacy and Numeracy Interventions and working with Teaching Assistants.
- Access to one-to-one and small group provision.

4d. Stage 1

Stage 1 will be initiated where students have failed to make adequate progress. They will be identified by the Head of Learning Support, who will consult with all staff and parent/carers, as well as the student. Following evaluation of the school's interventions and assessment of the child, the Head of Learning Support will identify provision from within the school's resources that are designed to meet the student's needs. Appropriate strategies will be communicated via a Pupil Passport.

Such interventions may include:

- Additional planning of learning programmes.
- Provision of different learning materials or specialist equipment.
- Additional staff training.
- Group support on a regular basis.
- SENDCO to complete assessments, communicate with Year Heads.

4e. Stage 2

Where a student has a significant need such as autism, hearing-impairment etc. then the school will seek the advice and involvement of external support services.

They will be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff.

Parent/Carers and the child will also be involved and as a result of this the Assess, Plan, Do Review plans will be revised and new strategies put in place via their Student Passport

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources.

The application will be evaluated against criteria established by the LA.

4f. Planning and Reviewing Provision for Individual Students

The strategies that will be employed for students identified as having SEN will be recorded in an Assess, Plan, Do, Review, reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the Assess, Plan, Do, Review will include:

- Short term targets for the student to follow
- A clear and concise outline of the student's needs
- Teaching strategies to be used

- Behaviour strategies to be used
- Additional provision to be put in place
- When the plan is to be evaluated and reviewed, with space for the outcomes of the targets

The Assess, Plan, Do, Review will be communicated to all staff who support the child's learning, as well as parent/carers of the child and other professionals.

On an annual basis there will be a formal review in which all appropriate staff, parent/carers and the child will be invited to participate. Reviews will be more frequent when the progress of the student is insufficient.

Students on the SEND register requiring specific strategies and needs to be communicated to their teachers will have a Student Passport in place which is reviewed termly by a Learning Support mentor.

4g Resources

- Currently the Head of Learning Support in conjunction with the Business Manager deals with the SEND Budget to meet the requirements of students with Statements of need, Education, Health and Care Plans, and students on Stages 1 or 2 of the Additional Needs Register.
- The Learning Resource Department/School Inclusion Unit are funded for general administration from the core budget.

5 Partnership

5a. Partnership with Parent/Carers

The school actively seeks to work with parent/carers and values the contribution they make.

We aim to support parent/carers partnership by:

- Acknowledgement of the parent/carers' role as a partner in the education of their child.
- Recording parent/carers views as part of any review procedure.

The school recognises the importance of communication with parents and carers and have procedures in place to ensure timely and appropriate responses. The school will endeavour to contact parents at key review points and whenever changes are made to the support a child receives in school.

The parent/carers of any student with either SEND or concerns regarding their child's progress, are welcome to telephone, email or visit the school to discuss their concerns with the appropriate member of staff.

5b. Student's Participation

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision-making process by:

- Listening to and valuing their views
- Involving students in Review Meetings to discuss progress and future provision.
- Involving students in targets setting and formation of Student Passports
- Record students' views as part of any review procedure
- Effective communication.

5c. Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the student.

Co-operation between the school, the health services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEND.

Statutory and non-statutory agencies including, but not limited to:

- Other Schools and educational providers
- Special Educational Needs Support Services
- School Psychological Service
- School Health Service
- Educational Welfare
- Social Services, First Response
- CAMHS
- Voluntary Services
- Autism Inclusion Team
- Physically Impaired Service
- Visually Impaired Service
- Hearing Impaired Service
- Speech and Language Therapy Service

5d. The School Inclusion Unit and Student Support Hub

It may be decided during the Assess, Plan, Do, Review process that students with SEND may access the Learning Support Hub, School Inclusion Unit and/or the Student Support Hub.