



SEND POLICY

SEPTEMBER 2025

Policy Date: September 2025
Review Cycle: Annually
Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
V1 July 2025	Review of legislation and guidance

Contents

Introduction and Aims	3
Our aims	3
Definition of SEND	3
Roles and Responsibilities	4
Trust Board	4
Local Governance Committee (LGC)	4
Headteacher/Head of School	4
SENCO	4
Class Teachers	4
Graduated Response	4
Education, Health and Care Plans (EHCPs)	5
Inclusion, Accessibility and Equality	5
young person and Parent Involvement	5
Monitoring and Evaluation	5
Statutory References	5

Introduction and Aims

Spark Education Trust is committed to providing an inclusive education that enables all young people, including those with special educational needs and disabilities (SEND), to achieve their potential.

This policy is written in compliance with:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015, statutory)
- Equality Act 2010 (including Public Sector Equality Duty)
- Special Educational Needs and Disability Regulations 2014
- Education Act 1996 (as amended)
- Teachers' Standards (2012)
- Keeping Children Safe in Education (DfE, September 2025)
- Supporting young people at School with Medical Conditions (DfE, 2015, updated guidance).

Our aims

- To identify and support young people with SEND at the earliest possible stage.
- To ensure all young people have access to a broad, balanced and ambitious curriculum.
- To involve young people and parents in decision-making about SEND provision.
- To make reasonable adjustments where required to avoid discrimination.
- To work in partnership with Local Authorities and external agencies to meet statutory duties.

Definition of SEND

We follow the definition in the *Children and Families Act 2014*:

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision that is different from, or additional to, that normally available to young people of the same age.

SEND is categorised under four broad areas (Code of Practice, 6.28):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs.

Roles and Responsibilities

Trust Board	<ul style="list-style-type: none"> • Holds overall accountability for SEND across the Trust. • Ensures compliance with statutory duties. • Monitors the impact of SEND provision through delegated committees.
Trust SENCOs	<ul style="list-style-type: none"> • Works with the Director of Education with responsibility for SEND to develop SEND policy and practice across the Trust • Provides support for Headteachers and SENCOs in providing a high quality of education for the learners with SEND in their schools • Liaises with external agencies including the Local Authority
Local Governance Committee (LGC)	<ul style="list-style-type: none"> • Ensures implementation of the SEND policy at school level. • Monitors effectiveness and outcomes for young people with SEND. • Appoints a named SEND Governor.
Headteacher/Head of School	<ul style="list-style-type: none"> • Ensures compliance with statutory duties within their school. • Ensures that their SEND Information Report is published on the school's website and updated annually • Oversees the strategic development of SEND provision. • Ensures that all staff receive CPD that supports them to meet the needs of all the young people in their class(es).
SENCO	<ul style="list-style-type: none"> • Coordinates SEND provision • Maintains the SEND register and oversees Education, Health and Care Plan (EHCP) processes. • Liaises with staff, parents, and external agencies.
Class Teachers	<ul style="list-style-type: none"> • Responsible and accountable for the progress of all young people in their class, including those with SEND (Code of Practice, 6.36). • Implements high quality first teaching with appropriate adaptations, informed by learning passports, for young people with SEND

Identification

All schools use a variety of ways to identify SEND needs including TA and class teacher observations and input from specialist professionals. Parents and young people are fully involved in the identification process.

Graduated Response

Our Trust uses a graduated response (Assess – Plan – Do – Review) in line with the Code of Practice (6.44). We identify young people through teacher observation and assessment, young person progress meetings, parent/carers concerns and external professional advice and record identified young people on the SEND Register.

- **Wave 1: High quality First Teaching** – high-quality teaching for all young people with adaptations for specific learners where appropriate and possible.
- **Wave 2: Targeted Support** – additional small group interventions.
- **Wave 3: SEND Support** – personalised interventions; outside agency involvement.
- **EHCP** – statutory assessment and provision for young people with complex needs.

Education, Health and Care Plans (EHCPs)

The Trust complies with the statutory 20-week process for EHCPs (Children & Families Act 2014). Annual reviews will be held in line with statutory requirements. Schools will ensure young person and parent/carers voice is central to the EHCP process.

Inclusion, Accessibility and Equality

In line with the Equality Act 2010, schools will make reasonable adjustments to ensure disabled young people are not disadvantaged. Each school will maintain an Accessibility Plan and Schools will actively address potential barriers to participation, including curriculum, environment, and communication.

Young person and Parent/Carer partnership

Schools will consult parents regularly about their child's progress and provision. Learners' views will be sought and recorded as part of SEND reviews and planning.

All our schools will strive to develop a strong partnership between parents and the school SEND team. Resources are limited so it will not be possible to provide for their children everything that parents/carers would like.

Parents can also seek advice from the Local Authority's SEND Information, Advice and Support Service (SENDIASS). LA SEND caseworkers also support parents and school with identifying how best to meet each learners' needs.

Monitoring and Evaluation

The Trust Board and LGCs will monitor SEND provision through reports from schools, data on progress and outcomes, and young person/parent voice. The SENCO will provide an annual SEND report to the Local Governance Committee.

Statutory References

This policy is compliant with:

- Children & Families Act 2014, Part 3
- SEND Code of Practice 0–25 (2015)
- Equality Act 2010
- SEND Regulations 2014
- Education Act 1996
- Teachers' Standards (2012)
- Supporting young people with Medical Conditions (DfE, 2015)
- Keeping Children Safe in Education (DfE, September 2025)

SEND Policy School Information:

Section	Details
Name of the School SENCO & Contact Details	Katie Paterson kpaterson@whitehouseprimaryschool.org.uk 01642678212
Name of the Link SEND Governor	Robbie Harris
School SEND Information Report	Published annually on the school website (Statutory duty – Code of Practice 6.79). https://whitehouseprimaryschool.org.uk/wp-content/uploads/2025/10/SEND-Information-Report-September-2025-2026.pdf
Links to Local Authority's Local Offer	www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer

Section	Details
School-specific Accessibility Plan	Published annually on the school website https://whitehouseprimaryschool.org.uk/key-information/policies/
Arrangements for Supporting Young People with Medical Conditions	https://whitehouseprimaryschool.org.uk/key-information/policies/
Details of How SEND is Funded and Resourced Locally	<p>Special Educational Needs and Disabilities (SEND) provision is funded through a combination of national and local sources:</p> <ol style="list-style-type: none"> Core Funding <ol style="list-style-type: none"> Dedicated Schools Grant (DSG): Allocated by the Department for Education to the local authority. It includes: <ul style="list-style-type: none"> Schools Block: Provides a <i>notional SEN budget</i> for mainstream schools to meet additional needs up to around £6,000 per pupil. High Needs Block: Funds support for pupils with more complex needs, including those with Education, Health and Care (EHC) plans, placements in special schools, and specialist units. Local Authority Role <ul style="list-style-type: none"> Manages the High Needs Block, commissions specialist placements and oversees multi-agency support. Operates panels or funding mechanisms for schools to access additional top-up funding when needs exceed the notional SEN budget. Resources in Schools <ul style="list-style-type: none"> Mainstream Schools: Use their notional SEN budget for interventions, teaching assistants and adaptive resources. Special Schools and Units: Funded through high-needs allocations for staffing, therapy, assistive technology and specialist equipment.

Section	Details
	<p>4. Challenges and Priorities</p> <ul style="list-style-type: none"> • Rising demand and financial pressures often lead to budget deficits. • Focus areas include early intervention, inclusion and expanding specialist capacity to meet local needs.