



Diocese of Ely

Agapé Courage Thankfulness



Trust Policy Statement on Special Educational Needs and Disability Policy Statement

Introduction

The ACT Multi Academy Trust recognises its responsibility for Special Educational Needs and Disability (SEND). It is a statutory requirement for all schools/academies to have a Special Educational Needs and Disability policy. This statement outlines the ethos, aims and requirements for schools within the trust.

Definitions

- **Special Educational Needs and Disabilities (SEND):** As defined in the SEND Code of Practice (2015), a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision.
- **Disability:** As defined in the Equality Act (2010), a physical or mental impairment with a long-term and substantial adverse effect on normal day-to-day activities.
- **EAL/MEG:** The Trust recognises the needs of learners with English as an Additional Language (EAL) and from Minority Ethnic Groups (MEG), ensuring equity and inclusion for all.

Legislation and Compliance

- **This Statement is compliant with the SEND Code of Practice (2015), Equality Act (2010), Children and Families Act (2014), and SEND Regulations (2014).**

Ethos

Schools within the ACT Trust will ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and

differentiated. They will support each child to develop the confidence and ability to participate actively in their communities.

Aims

- Pupils with SEND have equal access to school activities, appropriate to their needs and with tailored support to help them thrive and participate fully
- High quality teaching that is differentiated and personalized to the pupils stage of development
- Promote individual confidence and a positive attitude towards learning
- Develop a close partnership with families, so that their knowledge, views and experience can help support needs and individual requirements
- To ensure that the responsibility held by all staff, governors, and trustees for SEND is implemented and maintained.
- To ensure that the Trust's approach to SEND is inclusive and intersectional, addressing all forms of disadvantage, including EAL, MEG, Pupil Premium, Looked After Children, Services, GRT and LGBTQ+

Expectations

- Members of staff are responsible for ensuring that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum
- Schools will identify, assess, record, and regularly review pupils' progress and needs
- Schools will ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- Qualified SENDCo in each school/academy who is a member of SLT and a trained DSL
- Review SEND Information report annually and report to their Trust Local Governing Body

Inclusion, Equity, and Intersectionality

- The Trust is committed to inclusion and equity, recognising intersectionality and ensuring support for all pupils, including those who are EAL, MEG, eligible for Pupil Premium, Looked After Children, Services, GRT and LGBTQ+

Graduated Approach and APDR Cycle

- All ACT Trust schools follow the graduated approach to SEND, with all Send pupils having their own Individual Support Plans (ISPs) using the Assess, Plan, Do, Review (APDR) cycle to ensure provision is regularly reviewed and refined. This process ensures that support is tailored and responsive to each pupil's needs.

Roles and Responsibilities

- The CEO and SEND Trustee ensure statutory compliance and monitor outcomes for SEND pupils across the Trust.
- The Director of Inclusion oversees implementation of the SEND Policy and supports SENDCos in each school.
- Each school's SENDCo is responsible for day-to-day SEND operations, supported by all staff and governors.
- All staff are responsible for inclusive practice and for following the Trust's SEND and disability procedures.

Local offer published on school website

Pupil and Parent Voice

- Stakeholder feedback, including from pupils and parents, is integral to shaping and improving SEND provision across the Trust. Feedback is gathered through surveys, forums, and structured interviews, and informs school improvement planning.
- SEND information report reviewed annually and published on website

Monitoring, Review, and Impact

- SEND provision is monitored through regular review of Individual Support Plans (ISPs), provision mapping, and annual policy reviews to ensure evidence-based, outcomes-focused support.
- Adapt the Model ACT SEND Policy at local level

Training and Professional Development

- All staff receive regular training and participate in SEND audits to ensure high-quality, up-to-date provision. Training is responsive to audit findings and includes updates on legislation, inclusive pedagogy, and specific needs such as autism, SEMH, and speech and language.

External Agencies and Transition

- The Trust works with external agencies and ensures smooth transitions for SEND pupils between phases and schools. Transition arrangements are robust and tailored to individual needs.

Next Review Date	December 2027	Version	2	Approval Date	04/12/25
Review Cycle	2 years	Owner	CEO	Approval Body	Trust Board