



# SEND POLICY

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Reviewed by the SLT MAT Board

“The Trustees of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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## **1. Southport Learning Trust Vision for SEND**

Southport Learning Trust is an inclusive Trust where every pupil has an entitlement to access a broad and balanced curriculum appropriately differentiated and adapted to meet their individual needs. All trust schools will be a place where pupils feel safe, listened to and can achieve success that will prepare them for adulthood. We work closely with pupils, their parents, carers and advocates, specialist professionals and services to provide the best level of support available.

## **2. Aims and objectives**

Our aim is to raise the aspirations and expectations for all pupils with SEND. We are committed to providing all pupils with SEND, opportunities to experience success regardless of their personal circumstances, abilities and starting points. Schools will provide a flexible and supportive approach, to achieve this.

Our schools strive to provide an inclusive learning environment where all pupils feel safe, have a sense of belonging, are valued and their achievements are recognised.

A variety of teaching strategies and styles will be used in order to remove some of the barriers that some pupils face and ensure that all pupils have access to the different areas of the curriculum.

Staff recognise that a multi-sensory approach benefits all pupils. They will endeavour to ensure that their teaching methods vary incorporating auditory, kinaesthetic, and visual strategies to support accessibility and deep learning for diverse needs.

All teachers across the Trust are trained in High Quality Teaching and Learning and, where appropriate, specialist pedagogy to meet pupil needs.

The Trust strives to offer all our pupils enabling learning environments. Teachers and leaders are responsible for ensuring that all learning environments are:

3. Physically accessible for pupils with diverse needs
4. Well-resourced with appropriately adapted tools and resources, including ICT
5. Emotionally supportive with an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs
6. Promoting of independence and the establishment of strong and supportive routines

We are committed to:

- Academic Excellence
  - Every school will use data intelligently and purposefully to identify need, track impact, and drive timely, evidence-informed interventions that improve outcomes for all pupils.
  - Every school will prioritise closing the achievement gap for pupils with SEND and those who face barriers to learning by delivering an ambitious, inclusive curriculum that ensures equity and excellence for all.
- Professional Growth
  - All staff will continue to develop their knowledge and understanding of how to support pupils with SEND within the Trust.
  - Schools will collaborate with each other to share expertise and resources to maximise the skillset and resources available to support pupils with SEND.

- **Inclusive Education**

- Every school will create a culture of belonging where diversity is celebrated, barriers to learning are removed, and every pupil, regardless of background or need, feels safe, valued, and included.
- Every pupil with additional needs will receive timely, effective support through early identification, high-quality adaptive teaching, and strong partnerships with families and external agencies.

- **Realising Aspirations**

- Every school will provide high-quality, inclusive careers education and guidance, ensuring all pupils, especially those facing barriers to learning and with SEND, access clear, ambitious pathways to post 19 provisions, further education, employment, or training.
- Every pupil will have access to meaningful enrichment experiences that broaden horizons, raise aspirations, increase cultural capital, develop character and connect classroom learning to the wider world, fostering a lifelong love of learning and discovery.
- Every pupil will learn in an adaptive, enabling environment that is continually refined to meet their individual needs and ensure access a broad and balanced curriculum.
- Pupils will develop skills to enable them to be as independent as they can be throughout school.
- Pupils will leave school with a range of suitable and ambitious qualifications and/or accreditations tailored to their aspirations and interests.

### **3. Roles and Responsibilities**

The success of our SEND provision relies on clearly defined responsibilities at every level, from the Board of Trustees to the classroom support staff.

#### **Multi-Academy Trust Statutory Duties**

The Trust, as the employer and body responsible for the schools, must:

- Have due regard to the SEND Code of Practice: 0 to 25 Years (2015).
- Use their best endeavours to ensure that all necessary provision is made for pupils with SEND.
- Designate a qualified teacher as a Special Educational Needs Coordinator (SENDCo) in each school.
- Cooperate with local authorities regarding pupils with SEND.
- Admit a pupil if the school is named in their Education, Health and Care Plan (EHCP).

#### **The Board of Trustees**

The Board holds the ultimate legal accountability for the Trust's SEND provision. They will:

- Review and publish the Trust's SEND policy and strategic direction for provision across all schools.
- Ensure funds are used effectively and legally to provide suitable provision for pupils with SEND within each school.
- Appoint a member of the Board of Trustees as the Inclusion Link Trustee and liaise regularly with local governing board inclusion governors.
- Report as required on the Trust's policy in relation to SEND.
- Hold Headteachers to account for the quality and effectiveness of individual school's SEND provision and outcomes.

#### **Local Governing Boards (LGBs)**

The LGBs support the Board of Trustees and oversee implementation at the local level. They will:

- Appoint a Link Governor for SEND.

- Oversee and monitor the implementation of the Trust SEND policy within their school.
- Challenge Headteachers and school leaders constructively on the data, outcomes, and provision provided for pupils with SEND.
- Share information and feedback with the Trust Board through the Chair of Governors or the SEND Link Governor.

### Headteachers

The day-to-day management of the statutory duties is delegated to the Headteachers. They will:

- Create and promote an inclusive learning environment where all pupils can achieve success and thrive.
- Be responsible for the day-to-day organisation and strategic overview for the provision of pupils with SEND within their school.
- Be accountable to the Board of Trustees and the Local Governing Board, and oversee the implementation of the Trust SEND policy.
- Keep the Local Governing Board fully informed, working closely with the LGB link for SEND as required.
- Delegate operational duties to the SENDCo or a suitable senior leader.
- Sign-off/approve referrals to the Local Authority for statutory assessment as required, based on evidence prepared by the SENDCo. *(Note: While the SENDCo prepares the evidence, the Headteacher holds the ultimate delegated responsibility for this formal referral).*
- Give special direction on provision where necessary to meet the needs of a pupil.
- Review and evaluate the success and outcomes of SEND pupils.
- Ensure the school SEND Information Report and Policy is available to stakeholders and on the school website in line with statutory requirements.
- Establish the appropriate staffing and funding arrangements to ensure adequate provision is in place for all pupils, including those with SEND.

### The Special Educational Needs Coordinator (SENDCo)

The SENDCo for each school will be the strategic lead for day-to-day SEND operations. They will:

- Promote an inclusive learning environment where all pupils can achieve success and thrive.
- Contribute to the information shared in the School Local Offer, ensuring it is up-to-date and published annually by September.
- Manage the day-to-day operation of the Trust and School SEND policy and the School SEND Information Report.
- Co-ordinate all provision for pupils with SEND.
- Organise and lead the Annual Review of all Education Health Care Plans (EHCPs).
- Maintain and oversee the records on all pupils with SEND.
- Ensure that the Graduated Approach ('Assess, Plan, Do, Review' cycle) is followed in school to comply with the SEN Code of Practice.
- Liaise with Curriculum/Subject Leaders to embed inclusive teaching.
- Liaise with Parents/Carers and be the main point of contact for external agencies and Trust specialists.
- Liaise with other schools and Colleges to support pupil transition.
- Collect and signpost to suitable, high-quality resources.
- Attend relevant courses and relay information back to the staff to promote Professional Growth.
- Contribute to the strategic development of the SEND Policy and provision.
- Maintain and share Provision Maps and use them to inform the school community.
- Attend and contribute to the Trust SENDCo Cluster Group led by The Director of Inclusion.

### Each Teacher

The Teacher is fundamentally responsible for the progress and development of all pupils in their class. They will:

- Promote an inclusive learning environment where all pupils can achieve success and thrive.
- Be accountable for the progress and development of every pupil in their class, including those with SEND.
- Adapt teaching and the curriculum for pupils with SEND through adaptive teaching methods and differentiation, incorporating guidance provided by the SENDCo and external professionals.
- Work closely with any additional adults to assess, plan, do, and review support and interventions for each pupil with SEND.
- Work with the SENDCo to review each pupil's progress and decide on any changes to provision.
- Set high academic and behavioural expectations for all pupils, including those with SEND, and support their achievement.
- Adapt teaching methods, resources, and the classroom environment to suit the strengths and needs of all pupils within their class.
- Gather evidence of attainment and progress towards individual targets, EHCP outcomes, and school assessment systems.
- Maintain positive and supportive relationships with parents and carers of pupils with SEND.
- Engage in ongoing SEND CPD.
- Ensure all specialist advice is implemented consistently throughout the pupil's day.
- Ensure provision specified within EHCPs are fulfilled within the class
- Contribute to the review of EHCPs.

### Teaching Assistants (TAs)

Teaching Assistants play a vital role in the implementation of provision. They will:

- Support pupils as directed by the SENDCo and teaching staff.
- Understand the needs of their pupils with SEND and implement strategies to support their learning at all times.
- Provide support as detailed in the pupil's individual SEND Support Plan or EHCP.
- Maximise pupil independence and treat all pupils with dignity and respect in an age-appropriate manner.
- Uphold the values and ethos of an inclusive school.

### External Support Agency Staff

External Support Agency staff will:

- Work in positive partnership with Southport Learning Trust personnel in a climate of mutual respect.
- Ensure that teaching personnel are informed of programmes of support and receive advice on implementation.
- Support families with a high level of respect and professionalism.

## **4. Southport Learning Trust Objectives for Pupils with SEND**

Our commitment to Academic Excellence and Inclusive Education is underpinned by the design of our curricula and the effectiveness of our support systems within our schools.

### Inclusive Curricula Design

Trust schools have developed inclusive curricula by applying the following principles to ensure maximum access for all:

- Setting appropriate learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning.
- Utilising adaptive and varying pedagogical approaches.
- Maintaining accessible and welcoming school communities.
- Promoting exceptional progress and enabling pupils to shine.
- Prioritising inclusion into mainstream settings wherever appropriate.

### The Graduated Approach: Ensuring Effectiveness

We ensure effectiveness and deliver the right support at the right time by strictly following the "Graduated Approach" cycle from the SEN Code of Practice. This is what effective support looks like in practice:

Stage	Key Actions
Early Identification	Proactive screening and continuous monitoring to identify needs as soon as possible.
Assess, Plan, Do, Review	Adopting this four-part cycle to drive all support.
Effective Planning	Using challenging, realistic target setting based on clear evidence of need.
Delivery	Implementing interventions using small steps approaches and drawing on shared staff expertise and improved access arrangements.
Review & Communication	Evaluating impact, ensuring pupil engagement, and maintaining great communication and effective, non-bureaucratic record keeping.

The Trust values partnership working and is outward-facing, both offering and receiving support from other agencies. All Trust staff will work with other agencies in a spirit of common purpose and mutual respect.

## **5. Legislation and guidance**

This policy is written in line with the requirements of:

- Children and Families Act 2014;
- SEN and disability code of practice 0 to 25 years (2015);
- Equality Act 2010;
- Schools Admissions Code, DfE September 2021;
- The Special Educational Needs and Disability Regulations 2014;
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators;
- Schedule 1 regulation 51– Information to be included in the SEN information report;

- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- The School Information (England) (Amendment) Regulations 2012;
- The School Information (England) (Amendment) Regulations 2013.
- Teachers' Standards
- Supporting pupils with medical conditions in schools

*This policy should also be read in conjunction with the following trust policies:*

- [Equality Policy](#)
- [Supporting Pupils with Medical Conditions](#)
- School Behaviour Policies
- School Child Protection and Safeguarding Policies
- School Curriculum Policies and Statements

## **6. SEND Report Information and Statutory Definitions**

In accordance with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), each school within Southport Learning Trust produces a SEND Information Report specific to their own school. These reports are reviewed and updated annually and are published on school websites for the current academic year by the end of September. All SEND Information Reports are reviewed annually by Trust Leadership for accuracy.

## **7. Definition of Special Educational Needs (SEN)**

In line with the SEND Code of Practice (2015), Special Educational Needs refers to a child or young person with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by development delay, sensory impairment, hearing or visual impairment, physical disability, or emotional and behavioural difficulties.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have 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 or mainstream post-16 institutions.

Crucially, children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four recognised Broad Areas of Need that help us categorise and plan support. Pupils may have more than one area of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## **8. Factors that Impact Progress but are Not SEND**

The needs of pupils should always be identified by considering all factors impacting them, not just their special educational needs. This holistic approach allows us to personalise our educational offer. The following factors may impact on a pupil's progress and attainment but do not, in themselves, constitute SEND:

- Disability (The SEND Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation, these alone do not constitute SEND.)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant



- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a young carer
- Experienced trauma
- Behaviour difficulties (while behaviour may signal an underlying SEN, the behaviour itself is not the need).

## 9. Relationship to the Equality Act 2010 (Disability)

Many children and young people who have SEN may also have a disability under the Equality Act 2010. The Act defines disability as: "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

This definition sets a relatively low threshold and includes more children than many realise: 'long-term' is defined as '*a year or more*' and 'substantial' is defined as '*more than minor or trivial*'. This includes sensory impairments (sight or hearing) and long-term health conditions (asthma, diabetes, epilepsy).

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition and the provisions of the SEND Code of Practice.

## 10. Supporting Pupils with Medical Conditions

The Trust recognises its statutory duty to support pupils with medical conditions in line with the Department for Education (DfE) guidance, *Supporting pupils at school with medical conditions* (which must be read in conjunction with the Children and Families Act 2014). Our policy ensures that all children with medical needs are properly supported to access a full education, including school trips and physical education, and treated equally to their peers.

*Statutory Commitment and Principles Every school within the Trust is required to:*

- Ensure inclusion and safety: Make arrangements to support pupils with medical conditions so they can be fully included in all school activities and feel safe in their learning environment.
- Devise and follow Individual Healthcare Plans (IHCPs): For pupils whose medical conditions require frequent or complex support, an Individual Healthcare Plan (IHCP) will be developed. This plan details the level of support required, when and where it is needed, and who is responsible for providing it. IHCPs are developed in partnership with the Parent/Carer, the pupil, and the relevant healthcare professional.
- Ensure that no pupil is denied education: No pupil will be denied admission or prevented from taking up a place at school because of their medical condition. Similarly, pupils will not be unreasonably excluded from activities due to a condition.
- Provide trained staff that maintain confidentiality: Staff administering or supervising medication will be appropriately trained and deemed competent to do so. All information regarding a pupil's medical condition will be treated as highly confidential.

### DfE Guidance in Practice

To ensure compliance with the DfE guidance, our schools implement the following operational steps:  
**Policy Availability:** Each school's specific policy on supporting pupils with medical conditions is accessible on their website and clearly defines roles, responsibilities, and procedures.

**Emergency Procedures:** Robust emergency procedures are established, clearly communicated to all staff, and regularly practiced. This includes knowing who to contact (parents, emergency services) and what action to take in case of an acute medical emergency.

**Storage of Medication:** All prescribed medication is stored safely, securely, and in accordance with the manufacturer's instructions, and a clear record is kept of when medication is administered. Pupils who are competent to manage their own medication may be permitted to do so, in consultation with parents and healthcare professionals.

**Attendance and Access:** We understand that extended absences due to health issues can impact progress. Where a medical condition leads to a learning difficulty, the SENDCo will work with staff and the relevant health team to determine if special educational provision is needed, ensuring the pupil receives appropriate academic support and access arrangements.

**Role of Local Governing Boards and Headteachers:** The Headteacher, working with the Local Governing Board, is ultimately responsible for ensuring the policy is developed and implemented. They ensure that sufficient resources and training are in place to meet the needs outlined in the pupils' IHCPs. By adhering to this guidance, the Trust ensures a coordinated, professional, and equitable response to the needs of all pupils with medical conditions.

## **11. Identification of SEN and the SEND Support Register**

The Trust is committed to the early and accurate identification of SEND. Our Special Educational Needs Coordinators (SENDCos) work closely with class teachers to upskill them in identification and to provide assessment materials to support this process.

All Trust schools strictly adopt the 'Assess, Plan, Do, Review' approach, as identified in the Code of Practice. Parents and pupils are engaged at all stages of this cycle as active partners.

### **Initial Identification and Support**

**High Quality Teaching (HQT):** Following initial identification of a difficulty, the first stage of support will always be High Quality Teaching and Learning within the classroom. This ensures the pupil remains with their peers and accesses appropriately adaptive work, supportive structures, and routines known as SEN support.

**Targeted Support:** Pupils requiring a more targeted approach, where provision is additional to or different from that of their peers known as SEN support plus.

### **The SEND Support Register (Entry/Tracking)**

Once a pupil requires provision that is *additional to or different from* standard classroom practice, they are formally placed on the school's SEND Support Register. This register is the record of pupils receiving special educational provision.

**Entry to the Register:** A pupil is formally added to the register when evidence gathered during the 'Assess' phase of the cycle indicates that their needs require provision beyond Quality First Teaching, leading to a formal SEND Support Plan.

**Tracking:** Reviews will be carried out termly as part of the continuous 'Assess, Plan, Do, Review' cycle to track the impact of the provision. A record of these reviews and the plan adjustments will be maintained in the school.

### **Review, Exit, and Statutory Process**

- **Exit from the Register:** If a pupil makes sufficient and sustained progress such that they no longer require provision that is additional to or different from that provided to their peers (e.g. their needs are successfully met by High Quality Teaching), the SENDCo will consult with parents and the class teacher to agree on their removal from the SEND Support Register. Their progress will continue to be monitored.

- External Support: If the decision to invite outside agency support (e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy) is agreed upon, the SENDCo will contact the relevant external agency and record outcomes. The SENDCo, in consultation with the Parents/Carers, external agencies, and the Headteacher, will lead this process.
- Statutory Assessment (EHCP): Any decision to progress to a statutory assessment for an Education, Health and Care Plan (EHCP) will require robust written evidence of the work undertaken at school level (a minimum of two full cycles of Assess, Plan, Do, Review) and the engagement of Trust SEND expertise. The school will endeavour to keep Parents/Carers and pupils fully involved as equal partners throughout the process.
- EHCP Reviews: The SENDCo will organise Annual Reviews of all EHCPs, drawing on Parents/Carers/Advocates, pupils, and all appropriate agencies for their contributions about the pupil's progress, ensuring the plan remains current and effective. Updating EHCPs remains the responsibility of the Local Authority the pupil resides within.

## **12. Partnership with Parents/Carers and Advocates**

As a Trust, we aim to create positive and effective partnerships with all our Parents/Carers and Advocates. For pupils who have SEND, this relationship is crucial because a pupil's educational progress will be most effective if there is parental involvement and full support at home. Parents/Carers and Advocates should be fully involved in the school-based response for their child, understand the purpose of any intervention or a support plan, and be advised of any relevant partnership services when SEND is first identified. Schools must inform Parents/Carers when they first identify that a child requires Special Educational Provision.

The Trust is committed to supporting families and recognises that:

- Parents/Carers are a child's first educators, and their unique knowledge and influence are valued.
- Development is enhanced by close co-operation between home and school.
- Parents/Carers have a statutory right regarding information about their child's progress and achievements.
- Parents'/Carers' different lifestyles and cultures must always be respected.

### *Developing a Supportive Partnership (Co-Production)*

Trust Schools aim to develop a supportive partnership with Parents/Carers by fostering co-production at every stage:

- Informing them sensitively of any concerns as soon as possible and taking full account of their feelings and wishes.
- Including them in any assessment undertaken with the pupil, so that their unique perspective and knowledge can inform the overall process.
- Helping them to support with any work that is taken home and collaborating on strategies that reinforce the work being done at school.
- Keeping them regularly informed about their pupil's educational progress and other concerns.
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### *Parents'/Carers' Responsibility in Partnership*

Parents/Carers also have a responsibility to communicate with the school to support their child's education. When working in partnership, they should:

- Communicate regularly with the school to alert them to any concerns they have about their child or the provision being offered.
- Fulfil their obligations under the Home-School Agreements or similar, which set out expectations for both sides.
- The Trust's philosophy is to work closely with families to ensure the best possible provision for the pupil. However, should there be a complaint about the service, the procedures are explained in the Trust Complaints Policy on the Trust website.

### **13. The Role of the Pupil**

The Trust considers that any educational progress requires an effective three-way partnership: The School, The Parents/Carers, and The Pupils.

We aim to positively involve pupils in their learning process by ensuring their 'Pupil Voice' is heard and acted upon by:

- Listening to their views and opinions about their learning, provision, and school experience.
- Discussing the purpose and rationale of the assessments and learning programmes they are undertaking.
- Encouraging them to participate and make decisions about the provision for their learning, ultimately helping them take more responsibility for their progress.
- We believe that these conditions are vital to helping pupils improve their independence, self-esteem, and confidence, in line with our core aims.

### **14. Assessment and Progress Monitoring**

All pupils are regularly assessed against age-related expectations for their key stage. This process is essential as it may identify pupils who are not making expected progress. While this may be the starting point for a SEND assessment, teachers will always consider all factors (as outlined in the 'Factors that Impact Progress' section) which may be impacting on pupil progress.

#### *Small-Steps Assessment for SEND*

For pupils with an identified SEND, the age-related expectation may require further analysis. To ensure children can achieve the individual building blocks that lead to knowledge acquisition, staff will use task analysis to break learning down into manageable small steps.

These small, measurable steps enable staff to structure the pupil's work and provide a series of intermediate goals, which should be explicitly recorded within the pupil's SEND Support Plan. This process is vital for accurately monitoring impact within the 'Assess, Plan, Do, Review' cycle.

#### *Pupil Involvement in Assessment*

Pupils will be actively involved in both the assessment and decision-making process. As part of this commitment, schools must:

- Explain clearly what additional support or assessment arrangements are being made, and how the pupil can personally contribute to them.
- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal, thereby promoting independence.
- Recognise the potential stress of assessment and review arrangements and provide support to the pupil to understand the role of the other professionals involved.
- Facilitate any necessary access arrangements for statutory assessments, examinations, and qualifications/accreditation.

### **15. Transition Planning for Pupils with SEND**

Transitions, particularly at key educational stages, can be challenging for all pupils and especially for those with SEND. Southport Learning Trust is committed to following the statutory requirements of the SEND Code of Practice to ensure all transitions are as smooth, effective, and anxiety-free as possible for the pupil and their family.

### Statutory Duties and Key Transitions

The SENDCo will take the lead role in ensuring effective and efficient transfer of information by liaising with feeder provision (e.g., nurseries, primary schools) and destination organisations (e.g., secondary schools, post-16 providers).

The most critical and statutorily defined transitions include:

Transition Stage	SEND Code of Practice Requirement
Early Years to School	Early years providers must work closely with the school the child will attend to ensure the provision in the SEND Support Plan or EHCP is maintained.
Primary to Secondary	Thorough planning must begin well in advance (ideally in Year 5) to allow for preparatory visits, shared information, and joint planning meetings between the SENDCos.
Key Stage Changes	Effective information-sharing between teachers within the school is required to ensure the pupil's needs are understood by new teachers and support staff.
Post-16/Adulthood	Planning for the future must begin by Year 9 at the latest, focusing on post-19 goals (further education, employment, independent living, and community participation).

### Specific Transition Practices

Trust schools will support all pupils with SEND by implementing a range of practices that align with the Graduated Approach and the principle of co-production:

- **Early and Comprehensive Information Sharing:** The SENDCo will ensure that detailed and up-to-date records, including the SEND Support Plan or EHCP, recent assessment reports, and strategies that have proven successful, are transferred promptly and confidentially.
- **Targeted Transition Programmes:** Schools will create tailored transition programmes, which may include additional visits to the new setting, photo books of the new staff and environment, or 1:1 support sessions to prepare the pupil for changes in routine and environment.
- **Multi-Agency Collaboration:** Where a pupil has an EHCP, the transition planning will be a core focus of the Annual Review meeting in the year preceding the move. Relevant professionals (e.g., Social Care, Health Services, Careers Guidance) will be invited to contribute to a coordinated plan.
- **Focus on Independence (Post-16):** For older pupils, transition planning will specifically address the development of skills needed for greater independence and preparation for adulthood, the world of work or further study, linking closely with high-quality careers guidance.
- **Involvement of the Pupil and Family:** Pupils and Parents/Carers will be actively involved in transition meetings and visits. The plan must reflect the pupil's aspirations and views, ensuring they feel secure and prepared for their next phase of education.

## **16. Staff Development and Professional Growth**

The SEND Code of Practice (2015) emphasizes that every teacher is a teacher of SEND, and that high-quality, continuous training is essential to effective provision. The Trust is committed to a robust programme of Continuous Professional Development (CPD) to ensure staff possess the awareness and expertise required to meet diverse pupil needs.

### **Trust Commitment to Training**

To develop staff awareness and expertise in the area of SEND, the Trust will ensure:

- **High-Quality Teaching (HQT) Training:** All teaching staff receive ongoing training in High-Quality Teaching and Adaptive Practice to ensure effective differentiation and inclusion are the starting point for all pupils, as required by the Graduated Approach.

- **SENDCo Support and Networking:** The Trust supports SENDCos to develop appropriate training for staff within their individual schools and across the Trust. This includes dedicated Trust-wide training for all SENDCos, as well as mandatory membership of the Trust's SENDCo Cluster Group led by the Director of Inclusion. This group facilitates peer support, the sharing of best practice, and the collaborative development of Trust-wide SEND strategy.
- **Statutory Compliance Training:** Staff receive regular updates on the requirements of the SEND Code of Practice and the Equality Act 2010, ensuring they understand their legal duties regarding provision, reasonable adjustments, and fighting discrimination.

### *Role-Specific Expertise*

CPD will be targeted and role-specific to maximise impact:

*Teacher CPD:* Training focuses on evidence-based pedagogical strategies relating to the four broad areas of need (Communication and Interaction, Cognition and Learning, etc.), enabling teachers to confidently implement specific support plans within their subject areas.

*Teaching Assistant (TA) Training:* TAs receive bespoke training to understand specific diagnoses, implement intervention programmes consistently, and adopt strategies that promote pupil independence, thereby maximising the effectiveness of adult support.

*Leadership Training:* Senior Leaders and Governors receive training to effectively challenge and evaluate the quality and impact of SEND provision (academic and holistic) and ensure that resources are strategically deployed to close achievement gaps, thereby holding the school accountable for its statutory duties.

Through this comprehensive approach, the Trust ensures that staff competence meets the complexity of pupil needs, thereby fulfilling the commitment to Professional Growth and delivering equitable outcomes.