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Member of Staff Responsible:	SEND Trust Professional
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Change Record		
Version	Date	Description
1.1	18/01/24	Changes to collaborative approach
1.2	31/03/25	Changes to Key Principles of High Quality and Compliant SEND Provision
1.3		
1.4		

SEND Trust Policy Statement

Statement of Intent

Primitas Learning Partnership values all pupils and celebrates diversity of experience, interest and achievement across all our schools. As a Trust, we have a clear mission, which is to *"work together to ensure that all pupils receive an education that they need and deserve"* and this includes pupils with SEND. All pupils need to experience praise, recognition and success as a result of receiving an appropriate and stimulating experience and pupils with SEND have equal entitlement to this.

This policy statement outlines the framework for the Trust to meet its legal duty and moral obligation to provide a high-quality education in all of its academies, which meets the needs of all of its pupils, including pupils with SEND.

Legal Framework

Each Primitas academy is responsible for publishing and implementing its own SEND Policy which is compliant with the statutory requirements and which takes full account of the guidance offered in the following documents and publications:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014;
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- Staffordshire County Council Local Offer

Links to Other Policies

This policy operates in conjunction with the following MAT policies:

- Health and Safety Policy
- Safeguarding and Child Protection Statement
- Equal Opportunities Policy
- Data Protection Policy
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This policy operates in conjunction with the following local Academy policies:

- SEND Policy
- SEN Information Report
- Admissions Policy
- Exclusion Policy
- Supporting Pupils with Medical Conditions Policy

Key Definitions

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or from, that made generally for others

of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. (Code of Practice 2015)

Key Principles of High Quality and Compliant SEND Provision

The Trust places the highest of expectation on all of its academies with regards to its SEND provision. Therefore, all Primitas academies will:

- Screen on entry by assessing a young person's skills and attainment and build on any information from previous settings if available. And, as part of the screening process, academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and will make reasonable adjustments for them.
- Have measures in place to accurately identify young people with SEND and ensure that this information is disseminated to staff.
- Aim to meet the needs of young people with SEND including delivering the educational elements of any Education, Health and Care Plans.
- Ensure that young people with SEND engage in and have equal access to activities of the academy alongside those who do not have a SEND provision.
- Designate a qualified teacher (SENCO) to be responsible for coordinating the SEND provision of young people.
- The SENDCo will be part of the Senior Leadership Team of the school to ensure that SEND is a high priority at strategic level.
- Make parents/carers aware when they are making special educational needs provision for their child and then work in partnership with them to establish the support needed and secure best outcomes, taking full account of their views and wishes.
- Prepare an academy-specific SEND Information Report and publish it on their website. This report will outline in detail the implementation of the SEND procedure within the individual academy and will be updated annually.
- Designate a member of the local governing body to oversee the academy's arrangements for disability and SEN.
- Ensure that all staff accept that SEND is their responsibility, and that subject teachers take full responsibility for the progress of children with SEND whom they teach.
- Ensure regular training and updates for all staff working with children.
- Make sure that the 'Graduated Approach' of the Code of Practice is used when making provision for students with SEND.

Monitoring the Quality of SEND Provision Across the Trust

The Board of Trustees will monitor the effectiveness and quality of SEND provision by:

- Ensuring that they receive appropriate SEND support and training, as organised by the SEND professional to facilitate a sound understanding of the national and local SEND agenda.
- Ensuring that there is a dedicated SEND Trustee who works closely with and holds the Trust SEND Professional to account for their collaborative, developmental work with the SENDCOs across the Trust in pursuit of high quality and compliant practice.

- Empowering LGBs to monitor, scrutinise and hold headteachers to account for the SEND provision in their local schools.
- Scrutinising the minutes of LGB meetings to check that appropriate challenge and support is evident in LGB meetings whenever SEND issues are on the agenda, in accordance with the annual schedule for LGB Meetings.
- Visiting LGB meetings when SEND items are on the agenda.
- Receiving reports and updates from the SEND Trustee on a regular basis and directly from the SEND Professional on a need-to basis.

A Collaborative Approach

Primitas Learning Partnership is an overtly collaborative educational venture. Therefore, in the pursuit of delivering high quality, compliant SEND provision, we are committed to all of our academies regularly communicating and working together to achieve more than any one school could achieve on its own.

The Primitas SEND Network comprises of the SENDCos from each academy and it meets half-termly under the co-ordination of the Trust SEND Professional, to share and develop policy, best practice, and reciprocal mutual support.

Working Across Education, Health and Care

Primitas will work in conjunction with education, health and care bodies and professionals to secure effective outcomes for young people in our academies.

Each Primitas academy will cooperate with the relevant Local Authority in developing and reviewing the LA's Local Offer.

Each Primitas academy will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.

Our academies will work with local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include; speech and language therapy, physiotherapy, occupational therapy, educational psychology, mental health services, and other health and social care professionals.

Reviewing the Policy

The policy will be reviewed annually