



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND POLICY

Document Control

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1.0 AIMS AND OBJECTIVES

- 1.1 Our special educational needs and disabilities (SEND) policy aims to:
- Set out how our school will:
- Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- 1.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- 1.3 Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- 1.4 Make sure the SEND policy is understood and implemented consistently by all staff

2.0 VISION AND VALUES

- 2.1 The Trust, Headteacher and the staff of Eden School are committed to providing a learning environment which serves the needs of the community. We aim to provide a happy, safe and inclusive learning environment that helps pupils overcome barriers, negative influences and difficulties and which develops positive attitudes, relationships and behaviour that is conducive to learning.
- 2.2 Our overarching aim is achievement for all, emotionally and academically: for every pupil to develop as individuals into caring, responsible citizens equipped for life in the 21st century. At [name of school] School, success is defined in its widest sense: in students achieving appropriate qualifications and awards, in equipping them with the skills to be lifelong learners and in developing each individual into a confident, well-rounded adult. Every student is encouraged to achieve their best through high quality teaching and learning, taking place in a supportive environment which provides the basis upon which our students are given the opportunity to grow.

3.0 LEGISLATION AND GUIDANCE

- 3.1 This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and

advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it

- The [academy trust governance guide](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association

4.0 INCLUSION AND EQUAL OPPORTUNITIES

4.1 At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and ambitious curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5.0 DEFINITIONS

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ▪ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ▪ Moderate learning difficulties ▪ Severe learning difficulties ▪ Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ▪ Mental health difficulties such as anxiety, depression or an eating disorder ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ▪ Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ▪ A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6.0 ROLES AND RESPONSIBILITIES

6.1 The SENCO

The SENCO at our school is Kimberley Ferguson – kferguson@eden-ept.com

They will:

- Liaise with parents about the pupil's needs and any provision made.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Local Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

6.3 The SEND link governor

The SEND link governor is Claire Davies.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given a termly report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7.0 SEND INFORMATION REPORT

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8.0 ATTENDANCE

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance policy.

9.0 SAFEGUARDING

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

10.0 EXPERTISE AND TRAINING OF STAFF

We have an ongoing programme of training and development available in our school for all staff.

Our SENCO Kimberley Ferguson is competing the NPQ SENCO award and all staff undertake training in relation to safeguarding, mental health, behaviour management and SEND specific subjects.

All staff are experienced in supporting young people to reach their goals and are Team Teach trained as a de-escalation strategy.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11.0 LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

Access to ISS and Educational Psychologist if appropriate

- Mental Health Schools Team
- Careers advice 11
- Specialist teachers
- ELCAS
- Young People's Services
- Access to School Nurse
- Brook
- Kooth
- ADHD NW
- Go2
- Education welfare officers
- Children's Social Care

12.0 ADMISSION AND ACCESSIBILITY ARRANGEMENTS

12.1 Admission arrangements

In line with their statutory obligations, the Local Authority will consult with the school prior to naming them in a EHCp, whilst the school will provide the Local Authority with the full school profile. This will include details of the curriculum and specialist support offered outlining the needs of the pupils for whom they are able to provide places.

Parents /carers can ask the local authority for a placement at Eden School. The LA will send Eden School a copy of the draft EHCp and the advice received and will ask the school for their view.

Eden School will inform the LA in writing of its view about the parental request within 15 days.

The LA will decide whether to name Eden School in the final EHCp.

It has three criteria it has to consider in reaching its decision:

- whether the school can meet the requirements of the pupil's special educational needs
- whether the placement is compatible with the efficient education of the other pupils already in the school
- whether the placement is compatible with the efficient use of resources

12.2 Accessibility arrangements

At Eden we ensure;

- All students have access to an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability.
- All students have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- Students' physical needs are accommodated.
- All staff are fully aware of students' physical needs and how they should respond accordingly.
- All students have access to emotional support and receive appropriate professional guidance to achieve equality of opportunity.
- For further information please see our Accessibility policy - [Accessibility-Plan-2022.docx](#)

13.0 COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy [Complaints-Policy-Mar-24-26.pdf](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area please visit [Appeals, advice and mediation | Blackburn with Darwen Borough Council](#)

14.0 MONITORING AND EVALUATION ARRANGEMENTS

14.1 Effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

14.2 Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15.0 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- Admissions
- SEN Information Report
- The Local Offer
- Accessibility Plan
- Behaviour, Rewards and Exclusions
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions
- Attendance and Punctuality
- Child Protection and Safeguarding
- Complaints