SEND Policy 2026

SEPTEMBER 2026

Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within the trust and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND are identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the trust schools so that the needs of children and young people with SEND are fully met.

Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (2015) and the Equalities Act (2010).

Procedure

Definitions:

The 2015 Code of Practice states that a child or young person has SEN if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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."

"A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

A disability is defined by the Equality Act 2010 is '…a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

Making higher quality differentiated teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Identifying SEND:

Pupils/students will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2015 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special Educational Provision

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.

Teachers are responsible and accountable for the progress and development of the pupils/students in their class, including where pupils/students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The trust will take a graduated approach to supporting children and young people with SEND (for further information see CBC Graduated Approach for parents and CBC Graduated Approach Document).

The special educational provision in place should follow the four part cycle:

Assess.

This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

Plan.

This is likely to involve the SENCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.

Do.

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

Review.

The progress of pupils/students who are receiving SEN Support should be reviewed termly and academies should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

Where a child has SEN that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' on the SEN profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the academy will enter their names on their SEN profile as requiring SEN Support, set up a Support Plan and review this termly with parents to review progress.

Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan. Children with EHC Plans under the 2015 Code of Practice will have a Support Plan set up, and have their progress reviewed termly with parents by a member of the teaching staff.

Transition:

The academy will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND. A transition plan will be written annually and shared with parents as part of the transition materials.

Monitoring and Evaluation

This policy and the effectiveness of SEN support in all academies will be monitored throughout the academy year as part of the usual self-evaluation systems in schools.

Every year, individual schools will publish, on their websites, a SEN Information Report in response to section 6.79 of the Code of Practice.

Implementation and Review

This policy will be implemented by the staff, and the SENCO oversees the day to day implementation.

Academy Contact:

The named SENCO at Langford Village Academy is Charlotte Magee

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This policy will be reviewed every year or as required.

Written by:	Charlotte Magee	Date: September 2026
Agreed by Principal:		Date:
Ratified by Governors:		Date:

Staff read and agreed Date: September 2026