

SEND Inclusion Policy

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1. Aims

Our SEND policy and information report aims to:

- 1.1. Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- 1.2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- 1.3. Ensure our approach reflects the current statutory framework while preparing proactively for the proposed National Inclusion Standards and wider reforms set out in the 2026 schools white paper, 'Every Child Achieving and Thriving'.

2. Legislation and Guidance

- 2.1. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (January 2015, effective from April 2015) and the following legislation:
 - Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
 - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report.
 - The Equality Act 2010, which sets out schools' responsibilities to prevent discrimination against pupils with disabilities.
 - The SEND and Alternative Provision Improvement Plan (March 2023) and the schools white paper 'Every Child Achieving and Thriving' (February 2026), which set out the government's vision for reforming the SEND system, including the proposed introduction of National Inclusion Standards and statutory Individual Support Plans. These reforms are proposals only and are not yet in force; the trust monitors their development and prepares for implementation while continuing to meet its duties under the current statutory framework.
 - The Children's Wellbeing and Schools Act 2026, which received Royal Assent on 29 April 2026 and, as its provisions are commenced, more closely aligns the duties of academies with those of maintained schools across areas including safeguarding, admissions, attendance and provision for vulnerable pupils.

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

3. Definitions

- 3.1. A pupil has SEND if they have a learning difficulty or disability which calls for 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 the significant majority of 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.
- 3.2. 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.

4. Roles and Responsibilities

4.1. The SENDCo

The SENDCo will:

- Work with the Headteacher, CEO, Executive Directors and responsible board members to determine the strategic development of the SEND policy and provision in the school/trust.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support, ensuring the assess, plan, do, review cycle is implemented effectively.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services and hold or be working towards the National Award for SEND Coordination, as required by regulations.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and local governing board (LGB) to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2. The SEND Trustee

The SEND trustee will:

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

- Ensure that the school's SEND information report is published on the website and updated annually.

4.3. The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND trustee to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Ensure that appropriate time and resources are allocated to the SENDCo to fulfil their responsibilities.

4.4. Teachers

Each teacher is responsible for:

- 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 how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

4.5. The Designated Teacher for Looked After Pupils

4.5.1. The designated teacher for Looked After Pupils at Southfield School is Julie Tailby, contactable via jtailby@southfieldsch.co.uk.

4.5.2. At Kingsthorpe College the designated teacher is Briony De Wit and can be contacted by email: Briony.De-Wit@kingsthorpecollege.org.uk

4.5.3. At Hunsbury Park Primary School, the designated teacher is Jaimie Boyling and can be contacted via the school office.

4.5.4. The Designated Teacher for Looked After Pupils will:

- Monitor the progress of pupils who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensure that pupils who are 'looked after' have access to the appropriate network of support.
- Check that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed (at least every four months).
- Ensure that information concerning the education of pupils who are 'looked after' is transferred between agencies and individuals.

- Prepare a report on the pupil's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern).
- Discuss feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School (VS) team.
- Liaise with the pupil's social worker to ensure that there is effective communication at all times.
- Celebrate the pupil's successes and acknowledge the progress that they are making.
- The Designated Teacher for Looked After Pupils has strategic responsibility for the inclusion of pupils who are adopted or in local authority care.

5. SEND Information Report

5.1. Our trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties (SLCd).
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties.
- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2. The trust notes that the government's proposed reforms envisage a refreshed SEND Code of Practice with revised areas of need (for example, executive function, and sensory, physical, speech, language and communication needs). The trust will adopt any revised framework once it is published and comes into statutory force.

6. Identifying Pupils with SEND and Assessing Their Needs

6.1. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

6.2. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and

the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- 6.3. We recognise that identifying SEND early is crucial. We will not wait for a formal diagnosis before putting support in place, and we will work proactively with parents and external agencies to ensure timely identification and intervention. This emphasis on early intervention aligns with the direction of the 2026 schools white paper, 'Every Child Achieving and Thriving'. Alongside this, Orbis operates clear thresholds for placing a pupil on the SEND register, based on the level and type of support provided, any formal diagnosis, and, where appropriate, whether a pupil has an Education, Health and Care Plan (EHCP).

7. Consulting and Involving Pupils and Parents

- 7.1. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - We take into account the parents' concerns.
 - Everyone understands the agreed outcomes sought for the child.
 - Everyone is clear on what the next steps are.
 - We will formally notify parents when it is decided that a pupil will receive SEND support.
- 7.2. We are committed to working in partnership with parents and pupils, recognising that they know their children best and that their views and aspirations are central to planning effective support.

8. Assessing and Reviewing Pupils' Progress Towards Outcomes

- 8.1. We will follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on: Each school within the trust will implement its own graduated approach that reflects the individual context of the school, while adhering to best practice guidance.
- The teacher's assessment and experience of the pupil.
 - Their previous progress and attainment and behaviour.
 - Other teachers' assessments, where relevant.
 - The child's development in comparison to their peers and national data.
 - The views and experience of parents.
 - The pupil's own views.
 - Advice from external support services, if relevant.

- 8.2. The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

9. Supporting Pupils Moving Between Phases and Preparing for Adulthood

- 9.1. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- 9.2. Preparing for adulthood outcomes will be a central part of our planning for all pupils with SEND from the earliest opportunity. We will support pupils to develop the skills, confidence and aspirations they need for employment, independent living, participating in society and being as healthy as possible in adult life.
- 9.3. We recognise that good transition planning is essential, and we will work with pupils, families and receiving settings to ensure smooth transitions at all stages of education.

10. Our Approach to Teaching Pupils with SEND

- 10.1. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- 10.2. We recognise that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We will regularly review the quality of teaching through lesson observations, learning walks, and work scrutiny to ensure that it meets the needs of all learners.

11. Adaptations to the Curriculum and Learning Environment

- 11.1. We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing.
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, assistive technology, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing visual supports, etc.
 - Providing a supportive environment that removes barriers to learning and participation.

12. Additional Support for Learning

- 12.1. We have teaching assistants who are trained to deliver a range of interventions. When appropriate, teaching assistants will support pupils in small groups. Where required, we will work with external agencies to provide support for pupils with SEND.
- 12.2. We recognise that the deployment of teaching assistants should be strategic and evidence-based, ensuring that pupils with SEND have access to the teacher and that teaching assistant support enhances rather than replaces quality first teaching.

13. Evaluating the Effectiveness of SEND Provision

- 13.1. We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing pupils' individual progress towards their goals each term.
 - Reviewing the impact of interventions.
 - Using pupil questionnaires and pupil voice.
 - Monitoring by the SENDCo through learning walks, work scrutiny and data analysis.
 - Using provision maps to measure progress.
 - Holding annual reviews for pupils with EHC plans.
 - Gathering feedback from parents and external agencies.

14. Enabling Pupils with SEND to Engage in Activities Available to Those in the School Who Do Not Have SEND

- 14.1. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- 14.2. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day, school plays, special workshops, and other school events.
- 14.3. No pupil is ever excluded from taking part in these activities because of their SEND or disability. We will make reasonable adjustments to ensure that pupils with SEND can participate fully.

15. Support for Improving Emotional and Social Development

- 15.1. We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEND are encouraged to be part of any whole school activities.
 - We have a zero-tolerance approach to bullying.
 - We have a range of pastoral support available to pupils, including mentoring, nurture groups.
 - We work closely with external mental health services and other agencies to support pupils' emotional wellbeing.

16. Working with Other Agencies

16.1. We work closely with external agencies to support pupils with SEND. These may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Physical and Sensory Support Service
- Social Care
- School Nurse
- Other specialist services as required

16.2. We recognise the importance of early intervention and will work proactively with families and external agencies to secure timely support for pupils.

17. Complaints About SEND Provision

17.1. Complaints about SEND provision in our schools should be made to the complaint's coordinator in the first instance. They will then be referred to the school's complaints policy. Please refer to the trust complaints policy for further details.

17.2. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

18. Contact Details for Raising Concerns

18.1. Please refer to the trust complaints policy. If you have concerns about your child's SEND provision, please contact the SENDCo in the first instance:

18.1.1. Southfield School SENDCo: Contact via school office

18.1.2. Kingsthorpe College SENDCo: Contact via school office

18.1.3. Hunsbury Park Primary School: Contact via school office

19. The Local Authority Local Offer

19.1. Our local authority's local offer is published here:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

- 19.2. The local offer sets out what support is available for children and young people with SEND in our area, including education, health and social care services.

20. Monitoring Arrangements

- 20.1. This policy and information report will be reviewed by the SENDCo and headteacher annually. It will also be updated if any changes to the information are made during the year.
- 20.2. It will be approved by the CEO. It will be reviewed and updated to reflect any relevant changes in statute or statutory guidance, including the commencement of provisions under the Children's Wellbeing and Schools Act 2026 and any duties arising from the proposed SEND reforms (such as National Inclusion Standards and Individual Support Plans) once these are enacted through the Education for All Bill and brought into force.