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SEND POLICY

OCTOBER 2026

Policy Date: October 2026
Review Cycle: Annually
Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
V1 July 2025	Review of legislation and guidance
V2 October 2026	Review of legislation and guidance

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Introduction and Aims

Spark Education Trust is committed to providing an inclusive education that enables all young people, including those with special educational needs and disabilities (SEND), to achieve their potential.

This policy is written in compliance with:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015, statutory)
- Equality Act 2010 (including Public Sector Equality Duty)
- Special Educational Needs and Disability Regulations 2014
- Education Act 2002
- Teachers' Standards (2012)
- Keeping Children Safe in Education (DfE, effective 2026)
- Supporting young people at School with Medical Conditions (DfE, 2015, updated guidance).

Our aims

- To identify and support young people with SEND at the earliest possible stage.
- To ensure all young people have access to a broad, balanced and ambitious curriculum.
- To involve young people and parents in decision-making about SEND provision.
- To make reasonable adjustments where required to avoid discrimination.
- To work in partnership with Local Authorities and external agencies to meet statutory duties.

Definition of SEND

We follow the definition in the *Children and Families Act 2014*:

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision, namely provision that is different from, or additional to, that normally available to young people of the same age.

SEND is categorised under four broad areas (Code of Practice, 6.28):

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

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Roles and Responsibilities

Trust Board	• Holds overall accountability for SEND across the Trust. • Ensures compliance with statutory duties. • Monitors the impact of SEND provision through delegated committees.
Trust SENCOs	• Works with the Director of Education with responsibility for SEND to develop SEND policy and practice across the Trust • Provides support for Headteachers and SENCOs in providing a high quality of education for the learners with SEND in their schools • Liaises with external agencies including the Local Authority
Local Governance Committee (LGC)	• Ensures implementation of the SEND policy at school level. • Monitors effectiveness and outcomes for young people with SEND. • Appoints a named SEND Governor.
Headteacher/Head of School	• Ensures compliance with statutory duties within their school. • Ensures that their SEND Information Report is published on the school's website and updated annually • Oversees the strategic development of SEND provision. • Ensures that all staff receive CPD that supports them to meet the needs of all the young people in their class(es). • Ensures that their Inclusion Strategy Statement is published on the school's website by 31 December 2026 and updated annually
SENCO	• Coordinates SEND provision • Maintains the SEND register and oversees Education, Health and Care Plan (EHCP) processes. • Liaises with staff, parents, and external agencies.
Class Teachers	• Responsible and accountable for the progress of all young people in their class, including those with SEND (Code of Practice, 6.36). • Implements high quality first teaching with appropriate adaptations, informed by learning passports, for young people with SEND

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Identification

All schools use a variety of ways to identify SEND needs including TA and class teacher observations and input from specialist professionals. Parents and young people are fully involved in the identification process.

Graduated Response

Our Trust uses a graduated response (Assess – Plan – Do – Review) in line with the Code of Practice (6.44). We identify young people through teacher observation and assessment, young person progress meetings, parent/carer concerns and external professional advice and record identified young people on the SEND Register.

- **Wave 1: High quality First Teaching** – high-quality teaching for all young people with adaptations for specific learners where appropriate and possible.
- **Wave 2: Targeted Support** – additional small group interventions.
- **Wave 3: SEND Support** – personalised interventions; outside agency involvement.
- **EHCP** – statutory assessment and provision for young people with complex needs.

Education, Health and Care Plans (EHCPs)

The Trust complies with the statutory 20-week process for EHCPs (Children & Families Act 2014). Annual reviews will be held in line with statutory requirements. Schools will ensure young person and parent/carer voice is central to the EHCP process.

Inclusion, Accessibility and Equality

In line with the Equality Act 2010, schools will make reasonable adjustments to ensure disabled young people are not disadvantaged. Each school will maintain an Accessibility Plan and Schools will actively address potential barriers to participation, including curriculum, environment, and communication.

Young person and Parent/Carer partnership

Schools will consult parents regularly about their child's progress and provision. Learners' views will be sought and recorded as part of SEND reviews and planning.

All our schools will strive to develop a strong partnership between parents and the school SEND team. Resources are limited so it will not be possible to provide for their children everything that parents/carers would like.

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Parents can also seek advice from the Local Authority's SEND Information, Advice and Support Service (SENDIASS). LA SEND caseworkers also support parents and school with identifying how best to meet each learners' needs.

Monitoring and Evaluation

The Trust Board and LGCs will monitor SEND provision through reports from schools, data on progress and outcomes, and young person/parent voice. The SENCO will provide an annual SEND report to the Local Governance Committee.

Statutory References

This policy is compliant with:

- Children & Families Act 2014, Part 3
- SEND Code of Practice 0–25 (2015)
- Equality Act 2010
- SEND Regulations 2014
- Education Act 2002
- Teachers' Standards (2012)
- Supporting young people with Medical Conditions (DfE, 2015)
- Keeping Children Safe in Education (DfE, effective 2026)

- Name of the school SENCO contact details
  Jacqui Patterson
  sen@bewleyprimary.org.uk
  01642 371647
- Name of the link SEND Governor
  Gill Lamb
- **School SEND Information Report** (to be published annually on school website, statutory duty – Code of Practice 6.79). https://bewleyprimary.org.uk/wp-content/uploads/2025/12/Bewley-SEND-Information-Report-September-2025.pdf
- **Links to the Local Authority's Local Offer**.

STOCKTON'S LOCAL OFFER
https://www.stockton.gov.uk/localoffer

- **School-specific Accessibility Plan**- https://bewleyprimary.org.uk/wp-content/uploads/2025/10/BewleyAccessibilityPlanJune2025.pdf

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- **Arrangements for supporting young people with medical conditions.**
  /https://sparkeducationtrust.org.uk/wpcontent/uploads/2025/11/FINALSupportingpupilswithmedicalconditionsandadministeringmedicationpolicyOCTOBER2025.pdf

- **Details of how SEND is funded and resourced locally.**

All schools are delegated funding to support children with SEND. If the provision needed is above and beyond what can normally be provided, schools can apply for additional funding to ensure needs are met.
Teachers are able to complete requisitions for resources as and when appropriate. Similarly, the SENDCO will recommend resources if support is required. This will be funded through the school's SEND notional budget. Specific resources are purchased for children who are in receipt of HNF or have EHCP's.

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