



**BOHUNT**  
EDUCATION TRUST

# SEND Policy

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## 1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the operational framework within which its ethos of Enjoy Respect Achieve is reflected in its strategy, work and implementation of the Policy's provisions with respect to SEND and to ensure its legal duties and charitable purposes are met effectively.

## 2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties including, but not limited, with respect to:

- DfE Statutory Guidance Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- Children and Families Act 2014
  - The Special Educational Needs and Disability Regulations 2014
  - The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010
- School Admissions Code 2021

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

## 3. Definitions

**Code of Practice** means DfE Statutory Guidance Special Educational Needs and Disability Code of Practice 0-25 years updated from time to time.

**Learning difficulty or disability** means a difficulty or disability a young person or child has that means that young person or child has:

- 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.

**Ordinary Available Provision** has the meaning set out in Section 7.

**Quality First Teaching** has the meaning set out in Section 7.

**SEND** means a learning difficulty or disability that requires special educational provision to be made for them that is significantly different from or in addition to that made for their peers.

**Staff** means teaching, non-teaching and volunteer members of staff.

## 4. Equalities Assessment Impact Statement

### 4.1 Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion

or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face under the Equality Act 2010. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified:

- Children and young people with SEN
- Children and young people who have disabilities.

We will strive to create an inclusive teaching environment that offers all young people and children, no matter their needs and abilities, a broad, balanced and challenging curriculum as required by our funding agreements and statutory requirements. We are committed to offering all children or young people the chance to flourish and fulfil their aspirations, and are ambitious for all Children or young people. With respect to SEND Children or young people, we will achieve this by making reasonable adjustments to learning and teaching, the curriculum and the school environment to make sure that children or young people with SEND are included in all aspects of school life in line with ensuring all reasonable adjustments secure the effective education of others and efficient use of resources.

## **5. Roles and Responsibilities**

### **5.1 Staff**

#### **5.1.1 All Staff**

All staff have a responsibility to ensure the safe and effective education of all children and young people in their care, and are responsible for ensuring they understand and within the context of their role consistently implement this Policy.

#### **5.1.2 All classroom staff**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet the child or young person's needs through a graduated approach, 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
- The progress and development of children and young people in their class, working with the SENDCo to review progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Working with the SENDCo, communicating with parents 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 child or young person and the school
  - Listen to the parents' concerns and agree their aspirations for the child or young person

All classroom staff are expected to liaise with the SEND team, referring Children or young people for further investigation and support to identify possible underlying or unidentified SEND.

All classroom staff have access to the SEND team and SENDCo for further advice and guidance on their own practice.

### 5.1.3 SENDCO

The SENDCos have day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care plans (EHCPs). The SENDCO will:

- Inform any parents that their child may have SEND and then liaise with them about the child's or young person's needs and any provision made
- Work with the headteacher and School and Trust senior leaders 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, the Trust SEND Strategy and the co-ordination of specific provision made to support individual children or young people with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children or young people with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual children or young people, including with respect to the use of the School's notional budget
- 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 child or young person and their parents are informed about options and that a smooth transition is planned, making sure that all relevant information about a child's or young person's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and School and Trust leaders to make sure the Trust through the activity at this 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 children or young people with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

## 5.2 Trust Director for SEND

The Trust Director of SEND provides strategic leadership across the Trust to ensure excellence in SEND provision through implementation of the SEND policy and statutory compliance. Their key responsibilities are to:

- Develop and drive the strategic implementation of this Policy, ensuring consistent high-quality provision across all schools while maintaining compliance with statutory requirements and leading the evaluation of impact through robust quality assurance processes
- Build capacity and expertise across the Trust through the development of SENDCos and SEND teams, facilitating the sharing of best practice, coordinating trust-wide SEND training, and establishing effective networks for collaboration between schools
- Provide expert guidance to Trust Board, CEO, and school leaders on SEND matters, including support with complex cases, development of trust-wide policies and procedures, and strategic response to local and national SEND developments.

## 5.3 Trust Board

The Trust Board are responsible for ensuring that proper strategic provision is made for children and young people with SEND in accordance with the Trust's legal duties, and for ensuring a robust framework is in place for delivering the accountabilities set out in this Policy. The Board are also responsible for monitoring effectiveness of this Policy in ensuring that the Trust School effectively uphold all legal requirements.

## 5.4 CEO

The CEO is responsible for implementing this Policy across all Schools and for ensuring that Heads of School have deployed the correct staff with the correct professional qualifications and training are in a position to inform, implement and direct provision as set out in the legislation and this Policy. The CEO is responsible for monitoring the implementation and effectiveness of this Policy on a day to day basis across the Trust and reporting of the impact of this Policy to the Board and its Education Committee as required. The CEO may appoint a Trust Director of SEND to assist in the delivery of these responsibilities, working with the Director of Education and Director for School Improvement.

## 5.5 Heads of Schools

Head teachers and Heads of School are responsible for implementing this Policy in their School and for appointing a SENDCo, and ensuring all leaders with responsibility for SEND are appropriately qualified according to legislation, and that all staff understand and undertake their responsibilities in line with the legislation, recommendation and guidance, set out in the legislation and this Policy. The Headteachers are responsible for monitoring the effectiveness and impact of this Policy on a day to day basis and providing reports to the Local Governing Body and BET Trust leaders and Board as required.

## 5.6 Local Governing Bodies

The Local Governing Bodies are responsible for:

- Ensuring the strategic implementation of this Policy is delivered in the correct context of each School so that they are confident that the School's systems and arrangements are effective in identifying, assessing, planning and reviewing provisions for SEND
- understanding how the School meets its obligations under the Equality Act 2010 and in particular that young people with SEND are able to engage in all activities alongside non SEND children or young people wherever reasonable adjustments can be made to achieve this including ensuring all SEND children or young people receive independent careers advice from yr 9-13.
- Holding the Headteachers accountable for the delivery and effectiveness of this Policy, through the conduct of its business in the meetings and visits
- Ensuring their Schools is focused on achieving positive outcomes for all children and young people, regardless of additional needs and/or disabilities.
- appointing a SEND Link Governor to develop closer understanding strategically of this area and oversight of trends and patterns over time
- reporting as required to BET Board
- ensuring that their School's SEND Information Report is accurate and fair, as well as reviewed annually
- ensuring accurate information is published as required by law 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

## 6. Procedures and Provisions

The following procedures and provisions set out how each member School in the Trust will:

- support and make provision for children or young people with SEND, ensuring that the Curriculum is ambitious for all young people and children, regardless of their starting point or specific challenges
- support and make provision for young people and children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children or young people who do not have SEND
- help young people and children with SEND fulfil their aspirations and achieve their best, making a successful transition into each phase of their next educational journey and into adulthood
- communicate with young people and children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the young person and child.

## 7. General approach from all member schools for Children or young people with SEND

### 7.1 Identification

There is a clear distinction between ‘underachievement’, often caused by a poor early experience of learning, and ‘special educational needs’. Some Children or young people may be underachieving, but will not necessarily have SEND; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these children or young people ‘catch up’. In addition, for some children and young people, other factors such as personal or pastoral circumstances (including trauma, bereavement, adverse childhood experiences) or medical needs or conditions can at times result in the presentation of needs that are not automatically defined as SEN, although all staff are alert to the possibility that both SEN and other needs co-exist, and that as children and young people grow and develop, SEN can become more clearly presented.

Regardless of the cause of underachievement or other needs as presented in School, all staff are committed to ensuring that wherever possible, causes are identified and barriers removed. With respect to identifying SEN, the processes of this Policy seek to ensure that identification occurs through several methods, including:

- Information gained from transition from the previous setting, whether through a Phase Transfer or in-year admission:
  - Teacher feedback and observations,
  - KSI and 2 data from assessments and progress tracking,
  - Historical reports, additional assessments, and intervention.
- Baseline assessments completed in the autumn term of year 7, or when a child or young person transfers to the School:
  - Cognitive Ability Tests (CATs),
  - Reading and spelling tests,
  - Baseline English, maths and science assessments.
- Further assessments completed within the SEND team, such as processing speed, language development, and screening reports for dyslexia and dyscalculia.
- referrals made for neurodevelopmental assessment by specialists including CAMHS
- Observations and feedback from teaching and support staff.
- Discussions with parents and carers.
- Discussions with the Child or young person.
- Liaison with external agencies, such as CAMHS, the Educational Psychology Service and the Specialist Teacher Advisory Service.

When deciding whether the child or young person needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child or young person 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 to meet the identified needs of that child, or whether something different or additional is needed.

## 7.2 Areas of need

The Code of Practice makes clear the four broad areas of Special Education Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children or young people can have needs that cut across more than one area, and their needs may change over time.

## 7.3 Quality First Teaching

While the specific details of Quality First Teaching will vary, all children or young people regardless of SEND can expect to access a level of support that meets their needs within the classroom, such as scaffolding, prompting, checking understanding, pre-teaching and over-learning. All Quality First Teaching is expected to select interventions that are appropriate for the child's or young person's particular area(s) of need, at the relevant time, regardless of the identification or not of any unmet underlying needs whether SEN or not.

## 7.4 Support that is additional to or different from Quality First Teaching

As set out in the Code of Practice:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

These children or young people receive support that is “additional to or different from” the experience provided by Quality First Teaching, but may nevertheless be part of each member School’s normal provision for children or young people, and there may be crossover between departments where such normal provision is provided. All such support provided this way for any child is called Ordinarily Available Provision even though it is additional to or different from the experience provided by Quality First Teaching.

## 7.5 Ordinarily Available Provision

Ordinarily Available Provision sets out the expectation that specific provision will be identified for children or young people who present with SEND. Reasonable adjustments are made to support the child or young person overcome the identified SEND barriers. This provision may include participation in small group or one-to-one intervention, access to internal/external

mentors/counsellors, Access Arrangements to support their access to the method of assessment, or in some cases, learning assistant support in some lessons or unstructured time, a personalised curriculum or access to other external or internal experts. Not all reasonable adjustments delivered via Ordinarily Available Provision are provided solely by SEN teams.

When deciding whether the child or young person needs specific provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child or young person 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.

### 7.6 Graduated Approach

In line with the Code of Practice, all member schools follow the graduated approach to a child or young person's special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of the steps that supports the Children or young people in making identified progress and securing agreed outcomes."



### 7.7 Evaluation of effectiveness of SEN provision

We evaluate the effectiveness of provision for children or young people with SEN by:

- Tracking children or young people' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using child or young person questionnaires
- Monitoring by the SENCO and Trust Director of SEND
- Holding annual reviews for children or young people with EHC plans
- Getting feedback from the child or young person and their parents

- Conducting MAT SEND reviews from time to time
- Governor and Trustee monitoring and scrutiny

## 8. BET Strategic Model

### 8.1 Model and values

The BET strategic model for SEND is underpinned by the five core values set out below to provide five key areas of effective leadership of SEND provision:



The responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised (primarily the SENDCo in each BET school), and where continuing professional development (CPD) is successful in improving outcomes for children or young people with SEND.

Enjoyment and Innovation for children or young people with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and belief that learning is without limits.

The aspiration and development of children or young people with SEND is well evidenced through robust tracking and monitoring processes, including those which seek the views of SEND children or young people and their parents/carers. These ensure the levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all children or young people are well prepared for the next stages of their educational journey.

Collaboration and inclusion is well evidenced when the provision for children or young people with SEND is well developed and innovative, with opportunities available for personalisation and flexibility: providing a curriculum and enrichment offer, which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers, health and external educational bodies.

Honesty and integrity is well evidenced in the appropriate and early identification of children or young people needs including upon transition into BET Schools; where the SEND register is an accurate and regularly updated 'live document' and where the right specialist support is available 'at the right time'.

## **8.2 Working Together across Education, Health and Care**

In cases where an Education, Health and Care Plan (EHCP) is in place, school staff work with colleagues across both sectors to ensure the successful outcomes identified in the plan. In some cases, colleagues from health and social care will work within the education setting as part of the provision outlined in the plan.

In cases where there is no educational spine to an identified need, a Health Care Plan or a Social Care Plan will exist instead.

In some cases, where prior SEND has been identified, either at key stage transition points or via in year admissions, at the point of transition, either through a Phase Transfer, or as part of an integration package, an enhanced provision may be in place as a temporary measure to support a successful transition into the School. This may include additional site visits, an identified key adult, a buddy or peer mentor, and a personalised curriculum. Enhanced transition packages are reviewed very regularly, to ensure the child or young person is accessing their best next step in their educational journey.

## **8.3 Working Together with Parents/Carers, Young People and Children**

### **8.3.1 The School**

The school will put the child or young person at the heart of all decisions made about special educational provision, seeking proactively the views of all parents and carers. When we are aiming to identify whether a child or young person needs special education provision, we will have an early discussion with the child or young person and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the child's or young person's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's or young person's educational record and a copy of anything added to the child's educational record given to their parents/carers.

We will formally notify parents if it is decided that a child or young person will receive special educational provision.

### 8.3.2 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 child or young person on the SEN register will always be given the opportunity to provide information and express their views about the child's or young person's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- given updates or outcomes of any routine reviews (scheduled by SENDCo according to need) on the provision that is in place for their child
- asked to provide information about the impact of SEND support outside school and any changes in the child's or young person's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the child or young person
- given an annual report on the child's or young person's progress

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

### 8.3.3 Child or Young Person

Children or young people 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 child or young person:

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

The child's or young person's views will be taken into account in making decisions that affect them, whenever possible.

## 9. Implementation of Assess, Plan, Do, Review cycle

All Children or young people identified as having SEND will receive “the right support at the right time”, including access to specialist interventions to support their learning and access to the curriculum.

### 9.1 Assess

The young person or child's class teacher and the SENCO will carry out a clear analysis of the young person's needs. The views of the child or young person and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed at agreed intervals and earlier if needs change significantly to help make sure that the support in place is matched to the child's or young person's need. For many children or young people, the most reliable way to identify needs is to observe the way they respond to an intervention.

## 9.2 Plan

Adaptations to Policies, such as uniform and behaviour, are made on a case-by-base basis, with specific SEND taken into account that supports the child or young person's progress and development, as well as sense of self and feeling of belonging.

This may include access to additional literacy, numeracy, or communication support delivered by appropriately trained members of the team. It may include specialist intervention delivered or designed by an external specialist from the statutory education, health or social care sector.

In cases where there is an identified social, emotional and/or mental health need, appropriate provision will be sourced depending on the level of intervention required. This may be from an appropriately trained and qualified member of the education team, or a referral to colleagues within the health and social care sector.

All staff who work with the child or young person will be made aware of the child's or young person's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a "passport".

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## 9.3 Do

The child or young person's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child or young person. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's or young person's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## 9.4 Review

The effectiveness of the support and interventions and their impact on the child's or young person's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and children or young people
- The level of progress the child or young person has made towards their outcomes
- The views of teaching staff who work with the child or young person

The teacher and the SENCO will revise the outcomes and support in light of the child's or young person's progress and development, and in consultation with the child or young person and their parents.

## **9.5 Recording Levels of Support**

### **9.5.1 School-based SEND provision**

Children or young people identified as having SEN and requiring interventions to enable them to access the curriculum or facilities equally to their peers will be placed on the school's SEN register. These children or young people have needs that can be met by the school through the graduated approach. Where the child's or young person's needs cannot be adequately met with in-house expertise, staff, acting in accordance with their professional judgement, will consider involving an external specialist as soon as possible.

The provision for these children or young people is funded through the school's notional SEND budget.

On the census these children or young people will be marked with the code K.

### **9.5.2 Education, health and care (EHC) plan**

Children or young people who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child or young person, the provision that will be put in place, and the outcomes sought. This Plan is written by the relevant Local Authority in conjunction with relevant specialists from the education, health and social care sectors.

The provision for these children or young people will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children or young people will be marked with the code E.

### **9.5.3 Investigation of children or young people with SEN**

There are in any School a number of children or young people who may, in the reasonable professional opinion of the SENDCo in each School, present with unidentified SEN and for whom additional or different provision is required to enable that young person or child to access learning or facilities equally with their peers. As set out in section 7 above, not all needs that a young person or child has or presents with in School may be SEN.

However, some needs can only be identified over time as the child or young person develops. In some other cases, other needs which may have initially presented as temporary, or pastoral, health or medical in nature may in fact, as time passes, and evidence is gathered, be identified or suspected as identifying as SEN.

As explained in Section 7 all Schools work across all areas to ensure the needs that any child presents within School are met, whether these are identified SEN or not. Access to interventions to support the needs of any child to access the curriculum or facilities is not dependent upon that young person or child being identified as SEN and receiving interventions to enable that child to access the curriculum or facilities equally to their peers without SEN. In particular, access to the interventions any child or young person needs is not dependent upon a child or young person's access to the SEN notional budget.

However, where it appears, in the reasonable professional judgement of staff including the SENDCo, that a child or young person may appear, but is not yet evidenced as, to have SEN and requires intervention, such child or young person may be placed on the SEN Support register, coded internally only as "S". This will ensure such a child or young person receives appropriate monitoring and review from the SENDCo and other leaders until an appropriate period of time has passed to allow for the gathering of sufficient evidence of an identified need and interventions are appropriate to meet that identified need.

Where insufficient evidence is available of an identified need that means a child or young person has a significantly greater barrier to accessing the curriculum or facilities than other young people or children, or where despite evidence of identified need there is no requirement for intervention to enable that young person or child to access the curriculum or facilities equally to their peers, the SENDCo in their reasonable professional judgement will take such further steps in conjunction with other school leaders to ensure any needs that present in school but remain unevidenced as SEN and/or which do not require interventions are met; however, the young person or child may not be added to the SEN (K) register and may be removed from the SEN Support Register and the internal code S removed. For the avoidance of doubt, whilst access to the notional SEN budget for a young person or child may not therefore be possible, all young people or children presenting with needs in School will receive such support and interventions it is reasonably possible for the School to provide within the School's professional role as an educator of all young people, committed to removing the barriers any individual young person or child faces in their education.

## **10. Training for staff, volunteers, governors/Trustees**

### **10.1 All Staff**

All staff working with children and young people must receive at least annual training covering legislation updates, good, inclusive practice, and diversity and equality. All staff must receive training following updates to relevant legislation and guidance regarding equal access to education.

All staff working with children and young people will receive additional training throughout the year on the accessibility of all aspects of school life, including the curriculum, physical site and access to

information and support. For 1:1 student device schools, training will also include the use of assistive technology and digital accessibility tools.

All classroom staff receive at induction and then subsequently at least annual training in understanding how SEND can present in the classroom and during unstructured times, preventing a child or young person from accessing the school curriculum.

Staff are also provided with information regarding specific children or young people and specific conditions with strategies of how to best support the child or young person's progress and development within their subject area including with respect to non curriculum; all teachers are teachers of SEND.

### **10.2 SENCo**

All schools will have a designated Special Educational Needs and Disabilities Co Ordinator, as per the SEN Code of Practice 2015. This person shall be referred to as the SENDCo. The SENDCo will hold the National Award for SEND Co Ordination (NASENDCo) if they held the position within the Trust before August 2024. Any SENCo undertaking the role for the first time after September 2024, will hold the National Qualification for Special Educational Needs and Disabilities (NPQ SEND) within three years of taking up the post. This is in line with the statutory and recommended guidance.

### **10.3 SEND Teams**

All Learning Support Assistants, Learning Coaches and Learning Mentors working within the SEND team must receive induction training, enabling them to undertake their responsibilities and support children and young people effectively and with secure knowledge and understanding of additional needs, diversity and equality.

### **10.4 Volunteers**

All volunteers working within the SEND team will comply with the Volunteer Policy, including the signing of a Volunteer Agreement, which will set out the minimum training requirements relevant to the role, including with respect to safeguarding and ongoing CPD.

### **10.5 Governors and Trustees**

All governors and trustees will receive training and induction relevant to their role; the SEND Nominated Governors and Trustees will undertake such additional training as is appropriate to their role.

All Governors and Trustees must be offered at least annual training with either the SENDCo of their school or the Director for SEND.

## **11. Monitoring**

To ensure the expectations of all schools are upheld, BET undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement.

Trust reports are shared with Trust Board members / Local Governing Body, as appropriate, for further discussion and challenge. The Board's Education Committee receives an annual report from the Director of SEND, and each School LGB receives an annual report from the SENDCo in the School.

## **12. Links to other policies**

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Anti Bullying and Harassment Policy
- Equalities Objectives
- Supporting Students with Medical Conditions
- Safeguarding and Child Protection Policy
- Complaints Policy
- Local Offer