



*Better Together*  
**LEARNING TRUST**

**BETTER TOGETHER LEARNING TRUST**

**Special Educational Needs and Disabilities (SEND) Policy**

**STATUTORY POLICY**

|                     |                          |
|---------------------|--------------------------|
| Document Reference: | S 36                     |
| Date of Approval:   | March 2026               |
| Approved by:        | Trust Board              |
| Version No:         | V. 1                     |
| Last Review Date    | March 2026               |
| Next Review Date:   | March 2027               |
| Policy Owner:       | Chief Executive Officer  |
| Document History:   | Version 1: February 2025 |

## Glossary

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

## Introduction

At Better Together Learning Trust, we are committed to providing an inclusive, supportive, and nurturing environment for all students. Our aim is to ensure that every child with special educational needs and disabilities (SEND), particularly those with cognition and learning difficulties, communication and Interaction including Autism Spectrum Disorder (ASD), receives a high-quality education tailored to their individual needs.

This policy 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 [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.

## Part 1: Basic information about the school's SEND provision

Better Together Learning Trust identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DFE, January 2015)

This defines SEND as;

- 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 who 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 or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The schools provide special educational provision for pupils who require “Special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

### 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 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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul> |

| AREA OF NEED                        |   |
|-------------------------------------|---|
| 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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>  |

The schools provide for pupils whose special educational needs fall into the area of: Cognition and Learning and Communication and Interaction. Students may also have sensory or physical needs but this is not their primary need.

The schools **do not** provide for pupils whose primary need is Social, Emotional and Mental Health.

### SEND Funding

Pupils who have an Education Health & Care Plan will have an agreed funding level from the Local Authority

### Guiding principles

- At Better Together Learning Trust we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training

### Objectives

- To ensure that all students have access to a broad and balanced curriculum
- To provide an adaptive curriculum that meets individual needs and promotes progress
- To work collaboratively with parents, carers, and external agencies
- To ensure that staff are adequately trained to support students with SEND
- To regularly review the progress of students and adjust support as necessary

- Education, Health & Care Plans will be reviewed regularly in line with regulations

## **Provision for Students**

### **Education Health and Care Plans (EHCP)**

All our pupils are referred by local Authorities where their needs are identified as Cognition and Learning and/or Communication and Interaction.

Once a pupil has an EHCP naming the school, the Head of School and Assistant Head for Inclusion of the school will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually.

### **The annual review meeting**

This meeting will usually be led by the Family support Worker/Annual review facilitator and supported by the class teacher with good knowledge and understanding of the pupil and is aware of their needs and attainment. It will provide an opportunity for the parent/carer to share their concerns, acknowledge progress made and, together with the teacher, agree their aspirations for the child. These discussions will be enabled to allow sufficient time to explore the parents'/carers' and pupil's views to plan effectively.

If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

### **Access to the National Curriculum.**

At BTLT Schools we expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Potential areas of difficulty will be identified and addressed. At BTLT Schools we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to assistive technology.

### **Preparing for adulthood (transition)**

At BTLT Schools we help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that career advice, visits to local colleges and information provides up to date high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents/carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 8 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary

provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer-term outcomes that the child wants to achieve in their adult life.

### **Individual Education Plans (IEPs)**

- Each student will have an IEP that outlines specific goals, strategies, and support required.

### **Teaching and Learning**

- We adapt our teaching methods and materials to support diverse learning needs, ensuring that students with cognition and learning difficulties and Communication and Interaction can access the curriculum.

### **Curriculum**

- The curriculum is adapted to meet the individual needs of students. This includes using visual aids, sensory activities, and structured routines.

### **Working with Parents and Carers**

- **Partnership:** We maintain open communication with parents and carers, involving them in the decision-making process and regular reviews of their child's progress.

### **To make communication effective we will:**

- acknowledge and draw on parental/carer knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

### **Pupils**

- The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/ encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs, reviews and transition meetings. They need to be part of the process to know that they are listened to and that their views are valued

### **Staff Training**

- **Professional Development:** Staff receive ongoing training in SEND, focusing on strategies for supporting students with cognition and learning difficulties and Communication and Interaction.
- **Collaboration:** Teachers and support staff work collaboratively, sharing strategies and insights to support each student's learning.

### **Monitoring and Review**

- **Progress Tracking:** We regularly review students' progress against their IEP targets and adjust support as needed.
- **Policy Review:** This policy is reviewed annually to ensure its effectiveness and alignment with current legislation and best practices.

### **Safeguarding**

- **Wellbeing:** The wellbeing and safety of our students is paramount. We have robust safeguarding procedures in place to protect our students.

### **Conclusion**

At Better Together Learning Trust, we are dedicated to providing an education that empowers all students, helping them to achieve their full potential. This SEND policy is a testament to our commitment to inclusivity and excellence in education.

### **Links with other policies and documents**

This policy links to the following documents:

- The local offer
- SEN Information Report
- Accessibility plan
- Relationship and Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy