

SEND POLICY

Status: Statutory

Updated: January 2026

Reviewed and ratified by: Trust Board

Signed by Trust/Committee Chair



Next review date: March 2027

Published location: www.secat.co.uk



Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities.....	2
5. Monitoring arrangements	3
6. Links with other policies and documents.....	4
Appendix 1: SEN information report for each school	5

This SEN policy sets out our approach to SEN across SECAT The appendix sets out the SEN information report for each school.

1. Aims

Our SEN policy aims to:

- › Set out how our trust will support and make provision for students with special educational needs (SEN) across all of our schools
- › Explain the roles and responsibilities of everyone involved in providing for students with SEN

The SEN information report is included in the appendix of this policy. This will be adapted by each school in the trust to explain the specific approach, learning environment and support available at the school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

A student has SEN if they have a learning difficulty or disability that 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 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

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 SENCO

The SENCO of each school in the trust will:

- › Work with the headteacher and SEN trustee and local governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- › Work with the headteacher and Trust Board 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 students with SEN up to date

4.2 The SEN trustee/local governor

The SEN trustee and local governor will:

- › Help to raise awareness of SEN issues at board/Academy Committee meetings
- › Monitor the quality and effectiveness of SEN and disability provision within each/their school and update the board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in each/their school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any Learning Support 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 SENCO to review each student's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy will be reviewed by the Trust Board every year.

The information report will be:

- › Reviewed every year by the SENCO
- › Updated if any changes to the information are made during the year

Both documents will be approved by the board of trustees.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

Appendix 1: SEN information report for Shoeburyness High School

1.1 The kinds of SEN that are provided for

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

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

1.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will also glean information from primary schools during our transition process. Class teachers will make regular assessments of progress for all students 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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 student 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.

1.3 Consulting and involving students and parents

Our transition process heavily involves the students. We meet students at their primary school as well as during the Transition Day. If additional visits are required for some higher-level need students this can be accommodated.

We offer Parent Forum meetings during the year which will have a particular focus, but always accompanied by tea and biscuits.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the student'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

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

1.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the 4-part cycle of **assess, plan, do, review**.

SENCOs to carry out a clear analysis of the student's needs.

This will draw on:

- Teacher assessments and experience of the student
- The student's previous progress and attainment and behaviour
- Specific assessments which can drill down into SEND categories of need
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

1.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.

The transition process into Shoeburyness High School includes:

SENCO visits to primary schools to meet students and primary staff

Transition Day for primary school students

Additional visits to Shoeburyness High School if required

Liaison with Local Authorities on EHCP consultations

The transition process out of Shoeburyness High School includes;

Transition time at the college/school student will be attending

Attendance at first EHCP review once at College if required

1.6 Our approach to teaching students with SEN

Quality First teaching underpins the delivery of our curriculum to our students.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Literacy
- Numeracy
- Handwriting
- Reading

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can 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, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have several Learning Support Assistants who are trained to deliver interventions. We also work with the following agencies to provide support for students with SEN:

- Speech and Language Therapy
- Occupational Health
- Physiotherapy
- CAMHS
- St Christophers School Outreach

1.9 Expertise and training of staff

Our SENCO is Ms Katharine Evans, who is supported by our Deputy SENCO, Ms Lu Hanney. The SEN team is supported by our Assistant Headteacher, Miss Wilkinson, who is also a qualified SENCO.

We have a team of in-class Learning Support Assistants and specialist Medical Learning Support Assistants
We use specialist staff for medical needs, emotional literacy support and Counselling

1.10 Securing equipment and facilities

The Occupational Therapist and Physiotherapist attend the school regularly to assess the students' needs, they report on any equipment that is required and ensure that the order is placed for delivery of any specialist equipment

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

1.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

- Students are invited to visit the school prior to admitting them to meet staff and familiarise themselves with the building.
- All students are treated equally, clubs are provided for all students and disabled students are more than welcome to attend any of the clubs.
- Entry to the school is a level surface, where there is a step either a slope has been installed or a movable ramp is provided. Lifts are available to access the first floor, although students with disabilities are taught on the ground floor.
- On the school website

The schools Accessibility Plan can be found on the school website.

1.13 Support for improving emotional and social development

Students can access their Pastoral Year Manager should they have any concerns, and many of them have support from LSAs throughout the day and are allocated a mentor to talk with on a regular basis. They may also be referred to the in-house counsellor or outside counsellors with the parents' permission.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council.
- Students with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

We support parents and students by making referrals to a wide range of external agencies from the medical, social care and mental health areas.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCOs in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

1.16 Contact details of support services for parents of students with SEN

Support for parents can be found at <https://livewellsouthend.com/>

[SENDIASS Southend](#)

1.17 Contact details for raising concerns

Senco@shoeburyness.secat.co.uk

1.18 The local authority local offer

Our contribution to the local offer is:

<https://www.shoeburynesshigh.co.uk/attachments/download.asp?file=456&type=pdf>

Our local authority's local offer is published here: <https://www.southend.gov.uk/children-disabilities/local-offer-send>