



**ASPIRE LEARNING  
PARTNERSHIP OF SCHOOLS**

# S.E.N.D. Policy

<b>Date of Approval:</b>	<b>1 October 2025</b>
<b>Date of Next Review:</b>	<b>October 2026</b>
<b>Signed: Executive Headteacher</b>	<b>M Talbot</b>
<b>Signed: Chair of Governors</b>	<b>M Hall</b>

Document History

Date	Change Reference	Summary of Change

## 1. Introduction

At the Aspire Learning Partnership of Schools, we are committed to fostering an inclusive environment where every child, including those with Special Educational Needs and Disabilities (SEND), receives a quality education. We provide a broad, balanced curriculum in a safe, stimulating environment with teaching tailored to meet individual needs, ensuring all children can reach their full potential.

## 2. Mission Statement

Our goal is to maximise inclusion while meeting the specific needs of pupils with SEND. This policy ensures a balanced curriculum with a strong focus on quality teaching that is fully inclusive. Developed through consultation with parents, the local liaison group, and the local authority, this policy guides the Governing Body in ensuring appropriate provision is made for all pupils with SEND.

## 3. Objectives

- Achieve high levels of achievement for all students.
- Be an inclusive school that identifies SEND needs early.
- Meet individual needs with tailored provisions.
- Foster high satisfaction among pupils, parents, and carers.
- Share a common understanding with stakeholders.
- Ensure clear resourcing for SEND provision.
- Collaborate with other agencies and schools to promote inclusion.
- Provide access to the full curriculum for all pupils.

## 4. Identification and Assessment of SEND

In line with the SEND Code of Practice (2015), we identify four primary areas of need:

- **Communication and Interaction (C and I)**
- **Cognition and Learning (C and L)**
- **Social, Emotional, and Mental Health (SEMH)**
- **Sensory and/or Physical Needs (S/P)**

Additional factors such as disability, attendance, health, and English as an Additional Language (EAL) are considered when assessing the whole child. The SENDCo works closely with teachers to track and identify concerns through baseline data, assessments, and feedback from teachers, parents, and external services.

## 5. Curriculum Access and Provision

We ensure that all teachers adapt their teaching to meet individual learning needs. When pupils are identified with SEND, the school provides tailored support through a variety of strategies and interventions appropriate to their needs.

## 6. Code of Practice Graduated Response

We follow the graduated response outlined in the SEND Code of Practice. If additional support is required, the SENDCo works with class teachers to assess, plan, and deliver further support. Parents are kept informed throughout the process.

## 7. Partnership with Parents/Carers

We are committed to working closely with parents and carers by:

- Keeping them informed during assessment and decision-making processes.
- Providing accessible information and involving them in their child's education.
- Encouraging feedback and confidence in the school's SEND provision.

Parents are encouraged to explore Milton Keynes' SEND Local Offer and the school's Annual SEND Information Report for more information.

### **Pupil Voice**

We are committed to ensuring that children and young people with SEND are actively involved in decisions about their education. Wherever possible, pupils are encouraged to contribute to the planning, monitoring and reviewing of their support and to express their views on what helps them learn best.

## 8. Monitoring and Evaluation of SEND Provision

Teachers are responsible for the progress of pupils in their classes. Interventions are regularly monitored and evaluated for effectiveness. The SENDCo collaborates with staff to ensure that progress is tracked, provision is appropriate, and the needs of pupils with SEND are met. Regular meetings with the SEND Governor and learning walks help ensure consistency in provision quality.

### **Staff Development**

To maintain high-quality SEND provision, all staff receive training in inclusive practices and strategies to support pupils with additional needs. The Leadership Team coordinates ongoing professional development for teachers, Learning Support Assistants and pastoral staff to ensure provision reflects best practice.

## 9. Transition between Schools

- **Transfer from Pre-School/First School:** The SENDCo engages with parents and staff from feeder schools to discuss the needs of incoming pupils. Extra support is provided during transition for vulnerable children. Where necessary, the Local Authority arranges a meeting with the school to discuss the needs and support strategies for incoming pupils. This can be followed up with specialist teacher visits, if they are currently involved.
- **Transfer to Secondary School:** The SENDCo coordinates with secondary schools to ensure smooth transitions for pupils with EHC plans, including visits and consultations with parents.

## 10. Supporting Pupils with Medical Conditions

We support pupils with medical conditions by ensuring they have full access to education. Pupils may have individual Medical Health Care Plans and, if necessary, Education, Health, and Care (EHC) plans. Further details are available in the school's Annual SEND Information Report.

## 11. Special Provisions

The school is fully committed to meeting its duties under the Equality Act (2010). We make reasonable adjustments to ensure that pupils with SEND are not disadvantaged in accessing education and opportunities, and we promote equality of opportunity for all.

We provide facilities such as:

- Disabled access via ramps and wide doors.
- Adapted toilets.
- Equipment tailored to individual needs.

## 12. Storing and Managing Information

We adhere to data protection laws and securely store all information in line with the school's confidentiality policy.

## 13. Complaints

Complaints concerning SEND provision should first be addressed to the Head of School or the SENDCo. If unresolved, the Chair of Governors and, if necessary, the Local Authority will be involved, in line with the school's Complaints Procedure.

## 14. Review of the SEND Policy

This policy is reviewed annually by the SENDCo, Executive Head Teacher and Governing Body.

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## Appendix 1

Related School Policies (available on the school's website):

- Annual SEND Information Report
- Confidentiality Policy
- Accessibility Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Medical Policy

## Appendix 2

### Roles and Responsibilities:

- **SEND Governor:** Monitors progress and supports the school's SEND provision through meetings with the SENDCo three times a year.
- **Head Teacher:** Oversees effective management and support for SEND provision.
- **SENDCo:** Ensures implementation of the Code of Practice and coordinates support to meet pupils' learning needs.
- **Class Teachers:** Plan, monitor progress, and ensure curriculum access for pupils with SEND.
- **Learning Support Assistants (LSAs):** Support class teachers in meeting pupils' learning needs.
- **HLTA/Pastoral Support:** Works with class teachers and the SENDCo to address barriers to learning.