

Special Educational Needs and Disabilities Policy 2025–2026

Document Control

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2015	Adopted by TEFAT Board Trustees	Trustees
Oct 2018	Adopted by TEFAT Board Trustees	Trustees
Oct 2021	Review completed subject to statutory updates	Trustees
Oct 2025	Updated to reflect latest SEND reforms, national guidance, and Cambridgeshire County Council procedures	
Oct 2027	Review process in line with trust guidance	



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Related policies and documents

- SEND Code of Practice (0–25), still statutory (under national SEND Review transition)
 - Special Educational Needs and Disability Regulations 2014
 - Equality Act 2010
 - Children and Families Act 2014 (Part 3)
 - Keeping Children Safe in Education (2025)
 - Cambridgeshire County Council Local SEND Offer (updated annually – 2025 version)
 - TEFAT and/or locally owned policies including:
 - Health and Safety
 - Accessibility Plan
 - Behaviour and Exclusions
 - Safeguarding and Child Protection
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Definitions

- “Trust” refers to The Elliot Foundation Academies Trust.
 - “Governing Body” refers to the Local Governing Body of an individual academy.
 - Local Governing Bodies may publish supplementary procedures for implementing Trust policy.
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Definition of special educational needs (SEN)

A pupil is considered to have SEN if they require additional or different educational provision from that generally made for others of the same age. This may be due to:

- Significantly greater difficulty in learning than the majority of peers
- A disability that prevents or hinders access to educational facilities normally available

This policy addresses the needs of pupils with barriers to learning or difficulties accessing the curriculum due to their SEN.

Definition of disability

Under the Equality Act 2010, a disability is:

- “A physical or mental impairment that has a long-term (12 months+) and substantial adverse effect on normal daily activities.”

This includes sensory impairments and long-term medical needs such as asthma, epilepsy, diabetes, or cancer.

Some pupils with disabilities may not have SEN; however, where special educational provision is required, they will be covered by both definitions.

Elliot Foundation Academies Trust Vision and Values

Vision

The Elliot Foundation remains committed to nurturing children and teachers so all can thrive and achieve beyond expectations. Our motto—“*Where children believe they can because teachers know they can*”—underpins our inclusive ethos.

Values

For children: We nurture aspiration, confidence, and agency so pupils become “heroes of their own lives.”

For schools: We promote functional skills, critical thinking, and resilience.

For success: We develop curiosity, commitment, and independence across all learning.

For communities: We encourage contribution, citizenship, and responsibility to shape a better future.

1. Policy statement and objectives

1.1 Ensure all SEND pupils’ needs are met through strong leadership, high-quality teaching, and effective deployment of resources.

1.2 Enable all SEND pupils to reach their full potential using ambitious, evidence-based targets.

- 1.3 Consult with pupils and parents/carers and involve them in all decisions and reviews.
 - 1.4 Ensure all pupils enjoy their time at school and feel valued and included.
 - 1.5 Identify SEN needs as early as possible using clear pathways, assessments, and early intervention.
 - 1.6 Enable full participation in the taught and wider curriculum wherever practicable.
 - 1.7 Ensure SEND pupils' safety, wellbeing, and equal access to opportunities.
 - 1.8 Adhere to SEND Code of Practice (0–25) statutory guidance.
 - 1.9 Ensure practice aligns with current national reforms, local authority guidance, and updated SEND processes (including digital EHCP procedures where applicable).
 - 1.10 Work in partnership with parents, staff, external professionals, and Cambridgeshire SEND services.
 - 1.11 Follow multi-agency referral pathways and monitor their effectiveness.
 - 1.12 Access Cambridgeshire Local Offer resources, training, and funding to deliver high-quality support.
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2. Roles and responsibilities

2.1 The Principal

The Principal will:

- Ensure an appropriately qualified SENCO is in post
- Work with the SENCO and SLT on strategic SEND development
- Hold overall responsibility for quality of provision and outcomes for SEND learners
- Update the Local Governing Body termly on SEND progress and provision

2.2 The SEN Coordinator (SENCO)

The SENCO is responsible for:

- Day-to-day operation of the academy's SEND policy
 - Maintaining an up-to-date SEND register
 - Conducting / coordinating assessments and observations
 - Deploying support staff and organising interventions
 - Ensuring the graduated approach (Assess–Plan–Do–Review) is followed
 - Leading and contributing to staff training
 - Communicating with parents and external agencies
 - Leading Annual Reviews in line with Local Authority expectations
 - Overseeing and contributing to EHCP applications
 - Monitoring SEN plans / provision maps
 - Evaluating effectiveness of SEND provision
 - Overseeing transition for SEND pupils
 - Meeting requirements of updated Local Authority processes (including digital systems)
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2.3 Teachers and support staff

- Teachers follow the Teachers' Standards and are responsible for every pupil in their class, including those with SEN.
 - Teachers provide adaptive teaching, differentiation, and high-quality instruction.
 - Support staff/Teaching Assistants provide targeted support, deliver interventions, and contribute to planning and assessment.
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2.4 SEND Link Governor

Their role is to:

- Understand and monitor the effectiveness of SEN provision
 - Provide challenge and support to leaders on SEND
 - Support strategic deployment of resources
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2.5 Identification and assessment of SEN pupils

- Pupils are assessed to identify needs in line with academy and Local Authority procedures.
 - Additional assessments are used where pupils are below age-related expectations.
 - SEN referrals may be raised by teachers, support staff, parents, or external professionals.
 - Pupil views are considered wherever possible.
 - Records are stored securely on the academy MIS in line with GDPR 2025 compliance.
 - SENCO oversees admissions for pupils with previously identified SEN.
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2.6 Academy request for an Education, Health and Care needs assessment (EHC needs assessment)

- The school will adapt or replace SEN support based on progress.
 - If expected progress is not made despite evidence-based interventions, the academy, with parental consent, may request an EHC needs assessment from Cambridgeshire County Council.
 - Requests follow current LA digital submission processes (2025).
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2.7 Education, Health and Care Plan (EHCP)

An EHCP sets out:

- The child's SEN, health, and social care needs
 - Views, wishes, and aspirations of the child and family
 - Outcomes across education, health, and care
 - Provision needed to achieve outcomes
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2.8 Annual review of an EHCP

- Annual Reviews must be completed within 12 months of the previous review.
 - Schools work with Cambridgeshire County Council to complete reviews within statutory timelines and submit paperwork via current digital systems.
 - Reviews include pupil and parent/carers views.
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3. Partnership with parents, carers and pupils

3.1 The Trust recognises the vital importance of working closely with parents/carers and pupils. In line with the SEND Code of Practice, schools ensure families are involved in all parts of the process, including individual support plans.

Our academies value:

- Listening and working together to overcome barriers
- Including pupil voice in decision-making
- Celebrating strengths and achievements
- Acknowledging the emotional investment of families
- Supporting parent understanding of SEND processes and entitlements
- Respecting differing viewpoints
- Flexibility around meeting times and communication

Parental consent is always sought before referrals to external agencies unless there is a safeguarding concern.
