



# Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

**INCLUSION AND SPECIAL  
EDUCATIONAL NEEDS AND  
DISABILITIES (SEND)  
POLICY**

Part 1

DOCUMENT CONTROL

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## 1. INTRODUCTION

Changing Lives Learning Trust (the Trust) is committed to ensuring that services are accessible as far as is reasonably possible to all its students, employees and stakeholders regardless of their race, special educational need and/or disability, gender, age or religion. The Trust's Inclusion and Special Educational Needs and Disability (SEND) Policy is sectioned into 3 parts. The Trust policy (part 1) is a statement of intent and applies to all activities and responsibilities of the Trust. The organisation of the SEND Policy (part 2) is academy specific and states how this is managed and organised within an establishment with specific SEND roles and responsibilities assigned. Part 3 is also academy specific and is the Academy Accessibility Plan.

The Trust is an advocate of inclusive education and as such aims to ensure equality of opportunity for all stakeholders; this includes a suitable transition pathway into adult life for all students.

All Trust academies have rigorous systems that ensures the tracking of progress for all students.

The academies have student support structures which aim to meet the needs of all students academically, socially, and emotionally. They also provide opportunities which are accessible and made available to all students.

The SEND Policy is intended to respond to the spirit as well as the letter of the Equalities Act and the Special Educational Needs and Disability regulations 2014.

### **What is our Trust Vision and Principles?**

Changing Lives Learning Trust is an advocate of inclusive education and aims to ensure equity for all our children and young people. Our vision is for the educational experience for learners with SEND to consistently be as good as it is for learners without SEND (equity of educational experience for all learners). Our values are based on respect, trust, equity and accountability to ensure all children and young people with SEND, and their families, are supported and looked after in the best way possible leading to measurable and visible positive impact and opportunities. At our schools we will provide all students with access to a broad and balanced curriculum. We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

### **What do we mean by Equality, Diversity, Inclusion and SEND?**

Equality refers to the Trust providing equal opportunities to everyone and protecting people from being discriminated against.

Diversity refers to recognising, respecting, and valuing differences in people. Equality is impossible to achieve without recognising diversity.

Inclusion refers to an individual's experience within their academy and in society, and the extent to which they feel valued and included.

A person is considered to have SEND if they have a substantial and long-term learning difficulty or disability which calls for special educational provision whereby they require support or resources that are additional to, or different from, the majority of students of the same age. substantial and long-term

Every student may face barriers, challenges, or have needs at some point throughout their school years. The Trust's academies will make their best endeavours to support all students and meet their needs, so they experience an inclusive and fulfilling school experience.

## **CATEGORIES OF SEND**

There are four broad categories of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Students may have needs in more than one area

Behaviour is not classified as a SEND but may be the communication of an unmet need from one of the four categories. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the school would firstly follow the Graduated Response procedures and offer support then if needs persist an Early Help Assessment or referral for specialist advice may be proposed.

All children's behaviour is responded to consistently and reasonable adjustments are made to accommodate individual needs.

## **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a protected characteristic group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief, or gender.

Indirect discrimination is when there are rules or procedures that have an effect of discrimination against certain groups of people.

The Trust and its academies will have the responsibility for ensuring the SEND Policy is adhered to.

## **2. AIMS, OBJECTIVES AND INTENTIONS**

The Trust is committed to continually improving provision, and in turn outcomes, to meet the academic and aspirational outcomes of all students. This approach will be used as the basis of a personalised approach to their educational experience.

- 2.1 The Trust aims to provide a broad and balanced curriculum, which is adapted to meet individual needs and abilities of its community.

This policy ensures inclusive curriculum planning and an inclusive assessment procedure, including specialist assessments which take account of the type and extent of the difficulty experienced by the student.

All staff are expected to plan for a student's Special Educational Needs and/or Disability, enabling them to participate effectively in all curriculum, assessment, extra-curricular activities and the broader aspect of academy life as far as is reasonably possible.

2.2 The aims and objectives of this policy are:

- To identify students with SEND, and their specific barriers to learning and participation, as early as possible;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To ensure all students have equal access to a broad, balanced, and inclusive curriculum where they are able to participate fully and effectively.
- To continue to make adaptations to the academy environment that meets the special needs of each student. Each academy will have an Accessibility Plan (SEND Policy – Part 3).
- To value and encourage the contribution of all children to the wider life of the school and participation in extra-curricular activities.
- To support and encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To support students to be fully involved in their learning and to promote independent learning for all as far as possible;
- To ensure that all staff have access to training and advice to support quality teaching and learning.
- To ensure parents have the opportunity to contribute to their child's SEND assessment and support and that they are kept fully informed and are engaged in effective communication about their child's SEND provision;
- To regularly assess, monitor and review progress of students;
- To work effectively with external agencies and the community to deliver the necessary support, aiming for timely contribution to the assessment, support, monitoring, and review process.

2.3 The Trust will adhere to:

- The Academies Act with regards to funding agreements.
- The Education Act
- The SEND Code of Practice
- The need for all SENCOs to be qualified on appointment or within 3 years of appointment.

2.4 The Trust will ensure that all academies and procedures adhere to the SEND Code of Practice.



**SEND POLICY**  
**(PART 2)**

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## 1. Introduction

Queen Elizabeth Grammar School (QEGS) adheres to the Changing Lives Learning Trust Inclusion and SEND Policy. All aims, objectives, intentions and policy statements of the Changing Lives Learning Trust's Part 1 of this policy. It is the intention of QEGS to meet the aims and objectives outlined in Part 1 of the Trust Policy, through the QEGS' SEND Policy Part 2 & 3.

## 2. Roles and Responsibilities:

The SENCO at our school is Mr Colin Munro (NASENCO)

You can contact Mr Munro by emailing [cmunro@qegs.cumbria.sch.uk](mailto:cmunro@qegs.cumbria.sch.uk)

### **School's governing board**

The governor with particular responsibility for SEND is Mrs Maggie Robson.

The school's Governing board has a responsibility, though these duties can be delegated to a committee or individual, to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEN, whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENCO) as having responsibility for co-ordinating provision for students with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.  
Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEND, in line with their EHCP.

### **The Headteacher**

- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

### **The SEND Coordinator (SENCO)**

- Be a qualified teacher and hold or attain the NASENCO or the NPQ SEN within three years of appointment.
- Collaborate with the governing board and head teacher to determine the strategic development of SEND policy and provision in the school as well as ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHCPs.
- Advise on a graduated approach, the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with
  - the parents of students with SEND.
  - the designated teacher where a student who is looked after has SEND.
  - schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
  - previous and potential future providers of education to ensure that the student and their parents are informed about options and that a smooth transition is planned.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure that the school keeps the records of all students with SEND up-to-date.

### **Class / subject teachers**

- Provide quality teaching first in response to SEND.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

### 3. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### 4. Our approach to SEND support

#### **Identifying students with SEND and assessing their needs**

Information received at transition, from parents and through the schools screening assessment all contribute to identifying SEND. In addition to this class teachers are continually monitoring the progress of all children. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

Where children are identified as not making sufficient progress this is discussed with the SENCO and a plan of action is agreed.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability. School can also make a referral to some medical services on parent's behalf. All children are closely monitored, and their progress tracked each term.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

#### **School-based SEN provision**

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

### **Education, health and care plan (EHCP)**

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students 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 students will be marked with the code E.

### **Working with parents and children**

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or an informal meeting will be arranged to discuss the child's progress. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

We will formally notify parents if it is decided that a student will receive special educational provision.

### **Teaching and learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher. Teachers and or Teaching Assistants aim to spend time each day working with all children with SEND, individually or as part of a group.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

### **Access to extra-curricular activities**

We have a wide range of extra-curricular clubs and we aim for these to be fully inclusive making adaptations where needed. Some clubs are by invitation only and these may be to support a targeted group of students with a specific need or focus. School trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

## **The graduated approach**

Once a student has been identified as having SEN, we will take action to remove any barriers to learning. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **Assess**

The student's teacher(s) and the SENCO will carry out a clear analysis of the student's needs. The views of the child and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need.

### **Plan**

In consultation with the parents and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any adapted teaching, provision or approaches that are needed.

### **Do**

The child'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. 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 particular strengths, challenges and barriers, in problem solving and advising on how to implement support effectively. **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. The outcomes and support will be reviewed in light of the student's progress and development.

## **Evaluating the effectiveness of SEN provision**

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each cycle (dependent on intervention or outcome set)
- Observing the student and looking at their recorded work (books)
- Discussing with parents progress both at home and in school
- Holding an annual review (if they have an EHCP)

## 5. Accessibility arrangements

We are committed to making our school, both the curriculum and wider school life, fully accessible for all. Please see our SEND Policy - Part 3: Accessibility Plan for details of how our school is accessible and any measures we are taking to improve its accessibility.

If a student were to join us with specific needs we would make our best endeavours to adapt the site to best suit their needs.

## 6. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.