



SEND AND INCLUSION POLICY

Key document details

Equality required?	Impact	Assessment	Yes / No
			January 2021
If yes, date of EIA			
Ratified:			Spring2 2024
Approver:			Trust Board
Next review:			Spring2 2025

Contents

Section	Contents	Page
1.	Introduction	3
2.	Aims	3
3.	Definitions	4
4.	Roles and responsibilities	4
5.	Identification, Assessment and Provision	5
6.	Monitoring arrangements	10
7.	Links with other policies and documents	10

1. Introduction

- 1.1 This SEND and Inclusion Policy has been reviewed and updated in line with the statutory [Special Needs and Disability Code of Practice](#) (January 2015), the Local Education Authority and other current school policies. We also comply with the following legislation:
- [Part 3 of the Learners and Families Act 2014](#), which sets out schools' responsibilities for learners 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
- 1.2 The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Head Teacher, the Inclusion Leader and the Governing Body.
- 1.3 We are proud that the Trust provides a broad and balanced curriculum for all of the learners on roll. Diversity is valued as a rich resource and we believe that all learners have a common entitlement to a broad academic and social curriculum in order for all learners to fulfil their potential.
- 1.4 Some learners may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a learner or at any time during the school years. (See appendices)
- 1.5 We strive to offer excellence and choice to all our learners whatever their ability needs. We understand that in order to succeed learners need to feel happy, secure and valued and we promote these principles within our schools. We respect the fact that learners:
- have different educational and behavioural needs and aspirations;
 - are unique and may require different strategies for learning;
 - will benefit from having their own culture recognised and respected;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

Teachers respond to learner's needs by:

- providing support for learners who need help with communication, language and literacy;
 - planning to develop learner's understanding through the use of all of their senses and of varied experiences;
 - planning for learners's full participation in learning, and in physical practical activities;
 - helping learners to manage their emotions, particularly trauma or stress, and to take part in learning.
- 1.6 Teachers and support staff ensure that these learners' needs are met by careful curriculum planning and the graduated approach of 'Assess, Plan, Do, Review' as outlined in the SEND Code of Practice. Further information on this strategy can be found in section 5 of this document.

2. Aims

- 2.1 This policy outlines the purpose of inclusion and the identification, assessment, and teaching and learning of learners with Special Educational Needs and Disabilities.
- 2.2 Our SEND and Inclusion Policy aims to:
- Set out how the Trust will support and make provision for learners with special educational needs and disabilities (SEND);

- Explain the roles and responsibilities of everyone involved in providing for learners with SEND;
- Create an environment that meets the special educational needs of each child;
- Ensure that the special educational needs of learners are identified, assessed, planned for, delivered and carefully reviewed to ensure continued rapid progress;
- Enable all learners to have full access to all elements of the school curriculum;
- Ensure that parents or carers are able to play their part in supporting their child;
- Ensure that all learners's voices are heard in this process.

3. Definitions

- 3.1 The Special Needs and Disability Code of Practice (January 2015) is clear that a learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.2 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
- 3.3 Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other learners or young people of the same age by mainstream schools.
- 3.4 Disabled learners and young people: Many learners and young people who have SEND may have a difficulty 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.” ‘Long-term’ here is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Learners with such conditions do not necessarily have SEND but there is a significant correlation of which we are aware. As such, where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

4. Roles and responsibilities

4.1 The Associate Director of Inclusion

The Associate Director of Inclusion:

- Works closely with the SENCO in each school to direct the strategic vision of SEND
- Supports the work of the SENCOs in school
- Oversees the SEND provision to ensure it is appropriate to meet needs
- Provides ongoing CPD for SENCOs
- Oversees data analysis to ensure SEND learners are making progress
- Monitors teaching and learning alongside the SENCOs

4.2 The SENCO

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' 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 learners and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing 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 learners with SEND up to date

4.3 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.4 The Head Teacher

The Head Teacher will:

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

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class, including those with SEND
- Working closely with any teaching 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 learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Identification, Assessment and Provision

5.1 The kinds of SEND that are provided for

Pioneer Educational Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning: for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes

Some multiple learning needs can be met within our mainstream schools. For those learners with moderate, severe or profound learning difficulties, we liaise with the local authority to determine whether these needs can be met in our Pioneer schools.

5.2 Identifying learners with SEN and assessing their needs

- 5.2.1 We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners 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
- 5.2.2 This may include progress in areas other than attainment, for example, social needs.
- 5.2.3 Slow progress and low attainment will not automatically mean a learner is recorded as having SEN. For example, it is not uncommon to find an attainment gap between summer born learners and others in their year group born nearer the start of the academic year, particularly in the lower primary years. Any lower attainment here when compared to their peers does not necessarily imply SEN, simply that chronological ages may be nearly a year apart. We are therefore careful to look at the wider context for learners.
- 5.2.4 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 learner 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.

5.3 Consulting and involving learners and parents

- 5.3.1 All Pioneer Educational Trust schools welcome the opportunity to liaise with parents for the best educational outcomes for learners. If you have any initial concerns, the Form Tutor or subject teacher should be your first contact. Where a decision has been made to refer a learner to the SENCO we will have an early discussion with the learner and their parents when identifying whether they need special educational provision.
- 5.3.2 These learner-centred conversations will make sure that:
- Everyone develops a good understanding of the learner'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
- 5.3.3 Notes of these early discussions will be added to the learner's record and given to their parents. We will also formally notify parents when it is decided that a learner will receive SEND support.

5.4 Assessing and reviewing learners' progress towards outcomes

- 5.4.1 Pioneer Educational Trust follows the recommended graduated approach and the four-part cycle of **assess, plan, do, review**.
- Assess:** A clear analysis of the learner's need in relation to SEND should be carried out and reviewed regularly. This will include teachers' assessments and experiences of the learner, their previous progress and attainment, the views of the learner and their family and additional advice from the SENCO and/or any external agencies.
- Plan:** Parents will be formally notified if their child is identified as having SEND. The SENCO will have a consultation with the child and their family to agree the interventions and support needed as well as the expected impact on progress and development. This meeting should also identify a clear review date.
- Do:** The subject teachers remain responsible for working directly with these learners each lesson. Learners may also access 1:1 or group interventions with Teaching Assistants. Specialist staff from external agencies may also be called in to support learners.
- Review:** The impact and quality of any interventions and support will be closely monitored to determine the impact they are having on learner progress.
- 5.4.2 The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:
- The teacher's assessment and experience of the learner

- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers, and national data
- The views and experience of parents
- The learner's own views
- Any wider contexts
- Advice from external support services, if relevant

5.4.3 A Learner Passport or more detailed Learning Plan (if a learner has an EHCP) will be drawn up detailing desired outcomes and support. The Learner Passport or Learning Plan will be reviewed termly and is an opportunity for all stakeholders to check progress, monitor the available support, and amend the plan if necessary.

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

5.5 Supporting learners moving between phases

5.5.1 We recognise that transition can be a stressful time for learners. SEND support includes planning and preparing for transition to an alternative setting or school. (See appendices)

5.5.2 When learners leave one setting to move on to another phase in their education we work closely with the next school to ensure a smooth transition. There will usually be organized transition visits for the learners to help allay any fears they may have about moving on to another school. We share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this process.

5.6 Our approach to teaching learners with SEND

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

5.6.2 High quality teaching is our first step in responding to learners who have SEND. This will be scaffolded for individual learners.

5.6.3 The Trust provides a range of the following interventions across its schools:

- Nurture Group
- Play Therapy
- Learning Mentors
- ELSA support (Emotional Literacy Support Assistant)
- Specific Literacy Support
- Lexia
- Specific Numeracy Support
- Reading programmes
- Speech and Language Support
- Lego Therapy
- Circle of Friends
- Counselling

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times, use of visuals, task type, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, pre-teaching of key vocabulary, chunking tasks to reduce cognitive load, etc.

5.8 Additional support for learning

- 5.8.1 We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Speech and Language, Lego Therapy, Numicon, Read, Write, Inc., etc.
- 5.8.2 We deploy Teaching Assistants to support learners in a variety of ways. We recognise that over-reliance on key worker teaching assistants does not always prepare learners well for their transition to middle and secondary school. For this reason, we follow the Education Endowment Foundation (EEF) guidance by deploying TAs in specific departments where possible.
- 5.8.3 TAs can support learners on a 1:1 basis when their needs are significant and it has been directed by an Education, Health and Care Plan, that a learner needs continuing 1:1 support to make further progress.
- 5.8.4 Teaching assistants will support learners in small groups either when directed to do so by the class teacher for the benefit of delivering support, or when delivering separate interventions.
- 5.8.5 We work with the following agencies to provide support for learners with SEND:
- Speech and Language Team
 - Occupational Therapy
 - SHINE Autism Team
 - Learners and Mental Health Service
 - Sensory Consortium
 - Education Welfare Officers
 - Early Help Hub

We also engage our own Educational Psychologists and Psychotherapeutic Counsellors to ensure we have a continuity of service and reduced waiting times for learners

5.9 Expertise and training of staff

- 5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development. We have a number of TAs in each of our schools who help support the delivery of the curriculum to all learners.
- 5.9.2 We ensure that TAs delivering specific interventions have appropriate training in order to maintain a high quality delivery. We have a supportive line management procedure in each school to oversee the quality of interventions being delivered.

(FPS see Appendix 1: 5.9.1; TMS see Appendix 2: 5.9.1; UGS see Appendix 3: 5.9.1)

5.10 Evaluating the effectiveness of SEND provision

- 5.10.1 We evaluate the effectiveness of provision for learners with SEND by:
- Reviewing learners' individual progress towards their goals each term via the Learning Plan
 - Reviewing the impact of interventions after each half term by assessing learner progress
 - Using learner questionnaires
 - Monitoring by the SENCO
 - Using provision maps to measure progress
 - Holding annual reviews for learners with EHC plans

- Ongoing staff training and development

5.11 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

- 5.11.1 Pioneer Educational Trust values diversity. We are mindful of the different cultural backgrounds of our individual learners and respond sensitively to addressing the needs of learners. We take our duty to learners of all abilities very seriously and ensure that activities are available to all learners.
- All of our extra-curricular activities and school visits are available to all our learners, including our before- and after-school clubs.
 - All learners are encouraged to go on our residential trip(s).
 - All learners are encouraged to take part in sports day/school plays/special workshops, etc.
 - We risk assess all extra-curricular activities and take steps to ensure that all trips are inclusive. No learner is ever excluded from taking part in these activities because of their SEN or disability.
- 5.11.2 Please see the Equal Opportunities Policy on your school's website to see how we meet the needs of all learners, including those with disabilities.
- 5.11.3 Pioneer Educational Trust has an Accessibility Plan available on the websites of all schools that outlines the aims for ensuring all learners have access to both the academic curriculum and the wider life of the school. These aims are reproduced below:
- To increase access to the curriculum for learners with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
 - To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during upgrades and developments.
 - To improve the delivery of communications and information for disabled students and their families. The information takes into account any disabilities that students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

In the Accessibility Plan you can also find information on how we maintain and improve the accessibility of our school sites and buildings such as the regular audits of:

- school approaches and car parking
- routes and external level change including ramps and steps
- entrances, including reception
- horizontal movement and assembly (corridors, classrooms etc.)
- vertical movement and internal level change
- doors
- lavatories
- fixtures and fittings
- information
- means of escape

5.12 Support for improving emotional and social development

- 5.12.1 We are aware of the impact the Covid pandemic and the accompanying national lockdown has had on our learners. We have taken steps to assess needs and respond swiftly where learners are struggling. It is the position of the Trust to prioritise the mental health of the student cohort in the aftermath of the pandemic. We provide support for learners to improve their emotional and social development in the following ways:
- We are explicitly teaching the language of emotions so that learners can recognise and identify emotions at an early stage
 - Learners with SEN are encouraged to be part of the school council

- Learners with SEN are also encouraged to join a range of extra-curricular clubs to promote teamwork/building friendships etc.
- We offer ELSA 1:1 and group work to learners who may need further support with emotional literacy
- Our experienced TA teams can offer Circle of Friends support to help develop confidence and improve friendships
- We have increased our school counsellor capacity so more learners can access this provision
- Our Trust has an Associate Director of Student Welfare who supports the work of the Welfare Leads in each school
- Our Welfare Leads ensure that learners with different emotional needs can be supported

5.12.2 We have a zero tolerance approach to bullying.

5.13 Working with other agencies

- 5.13.1 There are occasions when schools need to seek involvement from specialist services such as occupational therapy, autism support or CAMHS. A variety of support can be offered by these services to support learners both in school and in other settings if necessary.
- 5.13.2 Typically, the SENCO or Welfare Lead would make a referral to external agencies to seek support for learners. Agencies ask for all relevant information on learners so they can make informed decisions on what route to take with a learner that would best meet their needs. Best practice is usually when the school, parents/carers, learner and external agency work together to seek the best outcomes for learners.
- 5.13.3 There can be considerable differences between waiting times for different agencies. Most agencies do have their own set of guidelines to reduce waiting times as much as possible. Where parents feel the waiting times may be too long we can often signpost families towards private providers.

5.14 Complaints about SEND provision

- 5.14.1 Complaints about SEND provision in our schools should be made to the SENCO in the first instance. If you are unsatisfied with the outcome, then you can be referred to the school's complaints policy.
- 5.14.2 The parents of learners with disabilities have the right to make disability discrimination claims to the [first-tier SEND tribunal](#) if they believe that the school has discriminated against their learners. 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

5.15 Contact details of support services for parents of learners with SEND

- 5.15.1 There are support services within the local borough that can support parents who feel they need to take an issue further. We would advise contacting IAS, the Information, Advice and Support Service. They will offer impartiality and access to independently trained IAS staff to discuss questions and/or concerns on matters relating to SEN and disability. Parent Partnership and Special Voices (Slough) are services that can also support families with practical SEND advice and signpost to further support. A useful website for parents is the Special Needs Jungle, a site managed by parents on behalf of parents: <https://www.specialneedsjungle.com/>

5.16 Contact details for raising concerns

- 5.16.1 Please see the appendices at the end of this document for SENCO and Head Teacher information at your school if you need to raise a concern.

5.17 The local authority local offer

5.17.1 All local authorities must provide information about services available to learners and families in the local area.

The Slough local offer can be found here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?localofferchannel=0>

RBWM's local offer can be found here: https://rbwm.afcinfo.org.uk/local_offer

6. Monitoring arrangements

This policy and information report will be reviewed by the Associate Director of Inclusion annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Learners with Health Needs who cannot attend School](#)
- [Equality information and objectives](#)
- [Risk Assessment Policy](#)
- [Supporting learners with medical conditions](#)

Foxborough Primary School:

For Review by: Chair of ESB	
Head Teacher: Jessica Theisinger	School SENCO: Adam Spinks
Review Schedule: annually	Chair of Governors: Gill Knight Signature:
Last reviewed on: November 2022	
Next review due by: November 2023	

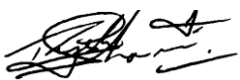
- 1.1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.
- 1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of learners. Some learners may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a learner or at any time during the school years.
- 5.5.1 We recognise that transition can be a stressful time for learners. SEND support includes planning and preparing for transition to an alternative setting or school. In advance of Reception entry to Foxborough Primary school we initially meet the child in their home setting. We have a successful transition plan that allows learners to make short visits to the school to become familiar with the setting. Our focus in Reception is learning through play and we encourage playful activities that make the child feel happy and secure.
- 5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.
- Our SENCO has over 20 years experience as a teacher in the education system. He works 0.8 of a full timetable in this role. The SENCO manages a team of Teaching Assistants. He also oversees the work of the HLTA who is responsible for the delivery of the Speech and Language programme at school, and oversees the work of the HLTAs in the nurture room and delivering ELSA.

Trevelyan Middle School:

For Review by: Chair of ESB	
Head Teacher: Louisa Harris	School SENCO: Bradley Day
Review Schedule: annually	Chair of Governors: Mark Jervis Signature: 
Last reviewed on: November 2022	
Next review due by: November 2023	

- 1.1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.
- 1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of learners in Years 5 and 6. Some learners may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a learner or at any time during the school years.
- 5.5.1 We recognise that transition can be a stressful time for learners. SEND support includes planning and preparing for transition to an alternative setting or school. In advance of entry to Trevelyan Middle School we invite our feeder primaries and junior schools to take part in our transition days. We have a successful transition plan that allows learners to make short visits to the school to become familiar with the setting. Where one of our feeder schools flags a SEND learner for transition to TMS we make contact with the SENCO to gain information to ensure the transition is smooth. Where needed, we can arrange extra transition sessions for learners should the need arise.
- 5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.
- Our SENCO has over 10 years experience as a teacher in the education system. He has worked in both the middle and secondary phases of education. The SENCO manages a team of Teaching Assistants.
- The TAs have participated in further training over the past year to ensure they remain highly skilled. One of our TAs is an accredited ELKLAN-trained Speech and Language specialist. Another TA has been trained in a Precision Teaching intervention by the Educational Psychology Service. All TAs across the Trust take part in Continuing Professional Development activities so they continue to develop the skills essential for the progress of our learners.

Upton Court Grammar School:

For Review by: Chair of ESB	
Head Teacher: Oliver King	School SENCO: Flo Hardy
Review Schedule: annually	Chair of Governors: Rajesh Sharma Signature: 
Last reviewed on: November 2022	
Next review due by: November 2023	

1.1 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.

1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of learners. Some learners may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a learner or at any time during the school years.

5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.

Our SENCO has 8 years experience as a teacher in the education system and is passionate about SEND. She works full time as a teacher and SENCO. The SENCO manages a team of 3 Teaching Assistants.

Desborough College

For Review by: Chair of ESB	
Head Teacher: Andy Murdoch	School SENCO: Tom Craddock
Review Schedule: annually	Chair of Governors: Derrick Wilson Signature:
Last reviewed on: November 2022	
Next review due by: November 2023	

1.2 As part of a multi-academy trust this policy also complies with our funding agreement and articles of association relevant to Pioneer Educational Trust.

1.3 The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of learners. Some learners may have barriers to learning that means they have special needs and require particular support by the school. These needs may exist throughout the school career of a learner or at any time during the school years.

5.9.1 The Trust is dedicated to ensuring all our staff have access to high quality Continuing Professional Development.

Our SENCO has 10 years experience as a teacher in the education system. He works full time as a teacher and SENCO. The SENCO manages of team of Teaching Assistants.