



PONTEFRACT
ACADEMIES TRUST

Special Educational Needs and Disabilities (SEND) Policy



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1. Policy Statement

1.1 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other pupils or young people of the same age by a mainstream setting.

1.2 Pontefract Academies Trust believes that all pupils/students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. This policy outlines the framework the Trust will use, in meeting its duties and obligations and its principle values in providing an appropriate high-quality education with high ambition for pupils/students with special educational needs and/or disabilities. In doing so, it will implement procurement procedures which:

- Establishes the roles and responsibilities of those with a critical role to play in ensuring that pupils/students with SEND receive the support they need to make progress.
- Sets out the means by which staff will identify and assess SEND needs and secure and implement appropriate support, including:
 - Implementation of the graduated approach
 - Establishing an MSP (My Support Plan)
 - Making a referral for an EHCP (Education and Health Care Plan)
 - Managing Pupils/Students on the SEND register
- Ensures that pupils/students with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensures that pupils/students with SEND engage in the activities of the school alongside pupils/students who do not have SEND.
- Ensures that there is high quality provision to meet the needs of pupils/students with SEND, with specific focus on inclusive practice and removing barriers to learning through quality first teaching and personalisation.

- Fulfil its statutory duties towards pupils/students with SEND in light of the SEND code of practice.
- Continually monitors the progress of all pupils/students, to identify needs as they arise and to provide intervention and support as early as possible.
- Involves parents/carers at every stage in plans to meet the pupil/student's additional needs.
- Involve the pupil in planning and in any decision making that affects them.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils/students.
- Ensures schools make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils/students are not at a substantial disadvantage compared with their peers.
- Designate a specific teacher to be responsible for coordinating SEND provision, i.e. the SENCo, that is suitably trained or undertaking relevant training.
- Ensures parents are informed when the Trust or its schools are making special educational provision for their child.
- Ensures that the Trust and its schools review, prepare and publish important information about each school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils/students with SEND.
 - Information about the admission arrangements for pupils/students with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils/students with SEND.

1.3 The Trust acknowledges that any failure to do so could result in:

- A failure to meet its legal and statutory obligations.
- Failing to enable all children to achieve the best outcomes.
- A breach of legislation.

- Fines and/or litigation.
 - Claims for damages.
 - Loss of reputation.
 - Disciplinary action against employees/volunteers.
- 1.5 This policy is supported by the [Trust's Special Educational Needs and Disabilities \(SEND\) Procedural Instructions](#). The procedural instructions provide the detailed instructions for those undertaking activities on behalf of the Trust as described at Section 1.2. The activities, roles and responsibilities defined within the procedural instructions are designed to facilitate and ensure compliance with this policy.
- 1.6 The Trust will maintain the role of Director of Inclusion and Safeguarding who will work with colleagues throughout the Trust, providing specialist professional advice, guidance, and where necessary intervention, in relation to all SEND and inclusion related activities. This will serve as additional support for the SENCo and other involved practitioners in individual settings.
- 1.7 The Director of Inclusion and Safeguarding is responsible for producing and updating the Special Educational Needs and Disabilities (SEND) Procedural Instructions.
- 1.8 Any material changes to the Procedural Instructions will be presented to the Executive Leadership (ELT) for approval. Any revisions will not become effective until ELT approval is given.
- 1.9 Procedural advice and/or guidance may be sought from the Education and Standards Committee prior to approval of the associated Procedural Instructions where this is deemed necessary by the ELT.
- 1.10 This allows for an equitable balance of strategic direction and oversight for Trustees, whilst ensuring that the Trust is in a position to proactively and reactively review, respond to and update operating processes in a timely manner, drawing upon the professional knowledge and expertise within the Trust's Central Team.
- 1.11 This approach is consistent with the Trust's Scheme of Delegation.

2. Legal Framework

- 2.1 This policy has due regard to legislation, statutory and non-statutory guidance and accepted industry standards including but not limited to:
- [The Equality Act 2010](#)
 - [The Children and Families Act 2014](#)
 - [The Mental Capacity Act 2005](#)
 - [The Data Protection Act 2018 \(incorporating UK GDPR\)](#)

- [The Health and Care Act 2022](#)
- [The SEND code of practice 2015](#)
- [Reasonable adjustments for disabled pupils 2019](#) EHRC guidance
- [Behaviour in schools 2024](#) DfE guidance
- [Working Together to Safeguard Children 2024](#)
- Current [Keeping Children Safe in Education](#) DfE statutory guidance
- [Working Together to Improve School Attendance](#)
- [Supporting pupils with medical conditions at school](#) DfE guidance.

2.2 It will also be implemented in accordance with the following Trust policies:

- Safeguarding and Child Protection Policy
- Information Policy
- Complaints Policy
- The Trust's Equality and Diversity Policy
- The Trust's Health and Safety Policy
- Attendance and Punctuality Policy
- Behaviour and Relationships (Primary Phase) Policy
- Behaviour and Relationships (Secondary Phase) Policy
- Supporting Pupils with Long Term Medical Conditions Policy
- Administering Medications Policy
- The School's Accessibility Plan
- Home Visits Policy

3. Policy Scope

3.1 This policy applies to those involved with SEND related activities on behalf of the Trust including:

- Pupils/Students
- Parents/Carers
- Teaching Staff
- Non-Teaching Staff
- Volunteers (including members of the Governance Structure)

4. Policy Author

4.1 This policy is the responsibility of the **Director of Inclusion and Safeguarding**.

5. Policy Approval

- 5.1 This policy is approved by the **Education and Standards Committee**, in line with the Trust's Scheme of Delegation.
- 5.2 This policy was approved by the Committee becoming effective on **25/06/2025**.

6. Policy Review

- 6.1 This policy will be subject of review annually.
- 6.2 It will only be re-presented to the Education and Standards Committee for approval in the event of any material changes. Where the review results in no material changes, the previous effective date will continue to apply, however the last review date will be specified in this section.
- 6.3 This policy was last reviewed on **25/06/2025**.

7. Policy Distribution

- 7.1 This policy will be made available via:
- The Compliance Library
 - The Trust Website
 - School Websites

8. Version Control

- 7.1 The changes to this policy over time will be documented on Every.
- 7.2 If you spot any broken links or errors within this policy, please report this to clerk@patrust.org.uk.