



Special and Additional Educational Needs, Health and Disability Policy

September 2025

Next Review: Autumn 2026

SPECIAL AND ADDITIONAL EDUCATIONAL NEEDS, HEALTH AND DISABILITY POLICY

The Trust's aims are to ensure that all children within our schools gain a first-rate education, develop the skills necessary for the next stage in their lives and are equipped with the personal values and attributes that will make them successful in a fast changing world.

The Trust follows the statutory guidance provided by the Department for Education in the 'Special Educational Needs and Disability (SEND) Code of Practice 0-25' and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report

Beyond Schools Trust will ensure that SENCOs are appointed in all schools and that each SENCO writes a SEND procedure to demonstrate how they implement the aims of this policy.

The SEND procedure should include the following: -

- Information about who was consulted and how it was shared with stakeholders.
- Give details of who is responsible for developing and implementing the policy. This is likely to be the school's Special Educational Needs Co-ordinator (SENCO).
- Set out information on how pupils with SEN will be identified and how their needs will be assessed.
- Set out information on how pupils with SEND will be supported to access a broad and balanced curriculum.
- Set out what training and information will be available to staff. In particular, the procedure should address how teaching staff will be supported to teach pupils with SEN and disabilities in their own classes.
- Note when the procedure was approved by the Local Governing Body and detail how its effectiveness will be monitored and evaluated at school level.

In addition, the SENCO of each school will:

- Review the funding for SEND pupils to ensure student receive appropriate funding and value for money.
- Produce a SEND Information report annually
- Engage with the Trust Lead for SEND and Inclusion on policy, strategy, provision and implementation.

Beyond Schools Trust will also review the SEND provision, as part of its quality assurance processes. The Trust will also have regard to the Equality Act duties.

Policy Links with Equality, Health and Safety, Curriculum, Financial Management, Children in Care Policy, Supporting Children with Medical Conditions Policy.

Diversity (equality) impact assessment. The SEND Code of practice ensures equality for children with special and additional educational, health and disability needs.

Monitoring arrangements – LOCAL GOVERNING BODY will appoint one or more Governors with a special interest in SEND to meet regularly with the SENCO and report back to the LOCAL GOVERNING BODY. LOCAL GOVERNING BODY will monitor spending and impact of specific funds and ensure all avenues of funding are pursued. LOCAL GOVERNING BODY will review SEN information report annually.

Risk Assessment

Area	Risk	Managed by Procedure
Child protection	Vulnerable children not protected	Safeguarding and SEND code
Financial	Funding not properly applied	Financial Management Provision mapping
Achievement and Attainment	SEND children not A&A	
Business continuity	Inappropriate placement	SENCO and Admissions
Other		

Date of Trustee approval: Autumn 2025

Review arrangements including date of review: Autumn 2026

Procedures

Trust wide – SEND code of practice (DfE statutory guidance)

School SEND procedure

Publish SEN information report annually

School recommended

- Arrangements for SENCO, deputy and support
- Identification of children
- Provision mapping (with costs)
- Curriculum Accessibility
- Supporting Children with medical needs (DfE guidance)