



Wessex
Learning Trust

We Learn Together

SEND Policy



Wessex Learning Trust

SEND Policy

This policy will be reviewed by the Board of Trustees every three years.



Signature:

Name: Mr Gavin Ball

Date: 11/09/2025

Position: Chief Executive



Signature:

Name: Mr Paul Jacobs

Date: 11/09/2025

Position: Chair of the Board

Date approved by Trust Board: September 2025

Review Date: September 2028

Contents

	2
1. Introduction	3
2. Associated Policies and Documents	3
3. Legislation and Guidance	3
4. Policy Statement	4
5. Definitions	4
6. Roles and Responsibilities	5
7. Parent and Learner Voice	7
8. Associated Procedures and Reports	8

1. Introduction

This Policy sets the vision and principles for supporting learners with Special Educational Needs and Disabilities (SEND). It applies to the Wessex Learning Trust as a whole and to all its settings.

The Wessex Learning Trust, including all the settings and services within the Trust, their Trustees, Local Partners, and staff, must abide by this WLT SEND Policy.

This Policy describes Wessex Learning Trust's provision for learners with SEND. It has been produced in accordance with the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation and the trustee's Scheme of Delegation.

When carrying out this policy and related policies, the Local Partners, Headteacher, setting staff, and Trust staff should consider any advice or instructions from the WLT Director of SEND, the Chief Executive, or the Board of Trustees. If there is any uncertainty about understanding or implementing this policy, it is advisable to consult with the Director of SEND.

2. Associated Policies and Documents

This SEND Policy is a constituent part of the Trust Equalities Statement.

The following procedures and reports are an integral part of this SEND Policy:

- Specific setting SEND Information Report
- Specific setting Accessibility Plan
- Trust Supporting Learners with Medical Conditions Policy

Other policies and procedures that are directly related to and complement this SEND Policy:

- Specific setting Behaviour Policy and Procedures
- Specific setting Attendance Policy
- Trust and specific setting Safeguarding Policy and Procedures
- Trust and specific setting Complaints Procedures

3. Legislation and Guidance

This Policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#).
- [The Special Educational Needs and Disability Regulations 2014](#).
- [The Equality Act 2010 \(section 20\)](#).
- [The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#).
- [The DfE \(Department for Education\) Academy Trust Governance Guide](#).
- Individual Settings' Admissions Code.

4. Policy Statement

The Wessex Learning Trust is dedicated to fostering ambition in all our learners. We firmly believe that every individual, irrespective of circumstances or need, has the right to experience success. All settings in the trust provide an inclusive learning environment that ensures every young person can realise their potential.

The leaders of the Wessex Learning Trust are leaders for all learners, enabling our teachers to be teachers of all learners. We have the same ambition for all our learners and recognise the importance and impact of holding the needs of learners with special educational needs, so it is at the core of setting improvement. We seek to work together across our settings to build capacity for all staff to contribute to excellent and equitable academic provision and personal development for learners with special educational needs.

The Wessex Learning Trust recognises the power of collaboration. We work in partnership with learners and their families to identify and provide for learners with special educational needs. Where appropriate, we also work in collaboration with other agencies. We recognise the importance of communication, being inclusive, accessible, and culturally sensitive to achieve effective partnership working.

Each setting within the Wessex Learning Trust will follow and implement this SEND Policy.

Each setting within the Wessex Learning Trust will publish an annual SEND Information Report that sets out how it will support and make provision for learners with special educational needs and disabilities and provide these learners with access to all aspects of setting life.

5. Definitions

Special Educational Needs:

- A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream settings.

Special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream settings.

Disability:

- Learners are considered to have a disability if they have a physical or mental impairment that substantially affects their ability to do normal daily activities.

Trust settings will make reasonable adjustments for learners with disabilities so that they are not at a substantial disadvantage compared with their peers.

Special educational provision is additional to or different from the provision made for learners of the same age in a mainstream school, resource base, early years provider or mainstream post-16 setting.

6. Roles and Responsibilities

The Board of Trustees will:

- have strategic responsibility for and oversight of SEND across the Trust.
- evaluate and approve this policy at each review, ensuring it complies with the law, this may be delegated to a committee of the Board.
- hold the Chief Executive to account for the implementation of this policy.
- keep informed of all statutory guidance.
- appoint a Link Trustee to monitor the effectiveness of this policy and report to the Board of Trustees via Standards and School Improvement Committee.
- ensure that Headteachers and Local Partnership Boards are supported to fulfil their roles.
- receive and consider relevant reports from the Chief Executive/Senior Staff/Link Trustee.
- receive any concerns from setting Local Partnership Boards and act on them accordingly.

The Chief Executive will:

- ensure this policy is adhered to across all Trust settings and the Trust Shared Service.
- commission external challenge and support where appropriate to ensure the Trust meets its statutory responsibilities regarding SEND.

The Local Partnership Board will:

- hold the Headteacher accountable for delivering this policy.
- monitor the quality and effectiveness of SEND provision within their setting(s).
- appoint a SEND link Local Partner.

The Executive Headteacher is responsible for ensuring that in their setting(s):

- this policy and its associated procedures are implemented effectively.
- there is a qualified teacher designated as SENDCo for the setting, and the role's key responsibilities are set out so that the SENDCo has enough time to carry out their duties and monitor the effectiveness of how these duties are carried out.

- every learner with SEND gets the support they need.
- learners with SEND engage in the activities of the setting alongside learners who do not have SEND.
- parents are informed when the setting is making special educational provision for their child.
- all learners, including those with SEND, have access to a broad and balanced curriculum.
- a clear approach to identifying and responding to SEND is followed.
- all parents, including those with children with SEND, receive an annual report on their child's progress.
- information is published on the setting website that describes how the setting is implementing the SEND policy in a SEND Information Report; the arrangements for the admission of disabled children; the steps taken to prevent disabled children from being treated less favourably than others; the facilities provided to assist access of disabled children; and the Setting Accessibility Plan.
- arrangements are in place to support learners with medical conditions, according to the Supporting Learners with Medical Conditions Policy.
- responsibilities under the Equality Act 2010 are met regarding reasonable adjustments and access arrangements.
- the notional SEND budget and any additional funding allocated by the Local Authority is used to support individual learners with SEND effectively.
- the Local Authority is advised when a learner needs an EHC (Education, Health, and Care) needs assessment or an EHC plan needs an early review.

The SENDCo will be responsible for the daily operation of the SEND policy and associated procedures by:

- coordinating specific provisions to support individual learners with SEND, including those with EHC plans.
- informing parents that their child may have SEND and then liaise with them about the learner's needs and any provision made.
- working with the Headteacher to determine the strategic development of the SEND policy and provision in the setting.
- providing professional guidance to colleagues by working with staff, parents, and other agencies to ensure learners' needs are fully understood, and plans are made to ensure learners with SEND receive appropriate support and high-quality teaching.
- advising on the graduated approach to providing SEND support and high-quality adaptive teaching methods appropriate for individual learners.
- advising on deploying the settings High Needs Funding budget and other resources to meet learners' needs effectively.

- being a point of contact for external agencies, especially the Local Authority (LA) and its support services and working with external agencies to ensure appropriate provision is provided.
- liaising with potential next education providers to ensure that the learner and their parents are informed about options and that a smooth transition is planned.
- when a learner moves to a different setting or institution, ensure that all relevant information about a learner's SEND and details of the provision made for them is promptly sent to the appropriate authority, setting or institution.
- ensuring that the setting keeps its records of all learners with SEND up to date and accurate.
- identify any staff who have specific training needs regarding SEND and incorporate this into the setting's plan for continuous professional development.
- preparing and reviewing information for inclusion in the setting's SEND information report.
- identifying any patterns in the setting's identification of SEND, both within the setting and in comparison, with national data, and using these to reflect on and reinforce the quality of teaching.

Each **Class Teacher** is responsible for:

- planning and providing high-quality teaching that is adapted to meet learner needs through a graduated approach.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- working with the SENDCo to review each learner's progress and development.
- ensuring they follow the SEND policy and the SEND information report.

In the event of a long-term absence of a member of staff, the Headteacher will ensure that the above responsibilities are completed without unnecessary delay.

7. Parent and Learner Voice

Parents or carers should inform the setting if they have any concerns about their child's progress or development.

The setting will actively seek the views of parents and decisions about learners will be made in collaboration whenever possible.

The setting will give learners the opportunity to provide information and express their views about their SEND and the support provided to them. They will be invited to participate in discussions and decisions about this support.

The learner's views will be considered in making decisions that affect them whenever possible.

8. Associated Procedures and Reports

SEND Information Report

- The setting will publish a SEND Information Report on its website, which sets out how this policy is implemented in the setting.
- The Information Report will explain the roles and responsibilities of everyone involved in providing for learners with SEND and ensure the SEND policy is understood and implemented consistently by all staff. It will set out how the setting communicates with learners with SEND and their parents or carers, involving them in discussions and decisions about support and provision for the learner, and will help learners with SEND make a successful transition to their next stage in education and into higher or further education, or employment, supporting preparation for adulthood.
- The SEND Information Report will be produced by the Headteacher or SENDCo and approved by the settings' Local Partnership Board annually. Technical amendments to reflect current provision, such as a change in name of the SENDCo, that require a change to be made to the SEND Information Report, can be approved by the Headteacher.

Setting Accessibility Plan

- The setting will publish a Setting Accessibility Plan on its website. It will seek to increase access to education for learners with a disability, as required by the SEN and Disability Act 2001 and the Disability Discrimination Act 1995.
- The Setting Accessibility Plan will be produced by the Headteacher and approved by the settings' Local Partnership Board every three years.

Setting Supporting Learners with Medical Conditions

- The Trust will publish a Supporting Learners with Medical Conditions Policy on its website, which sets out arrangements for supporting learners at its setting with medical conditions so that they have full access to education, including setting trips and physical education, as required by [Section 100 of the Children and Families Act 2014](#).
- The Supporting Learners with Medical Conditions Policy will be produced by the Central Team and will be approved by Trustees at least every three years.