SOLENT
Academies Trust

Together we inspire lifelong learning, perseverance, kindness and growth, transforming the lives of our children and families

Special Educational Needs Policy & Information Report

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Contents

1. Aims and objectives 3
2. Vision and values 3
3. Legislation and guidance 3
4. Inclusion and equal opportunities 4
5. Definitions 4
6. Roles and responsibilities 5
7. SEN information report 7
8. Admission arrangements 9
9. Monitoring arrangements 9
10. Links with other policies 9

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy and information report aims to:

- Ensure our academies fully implement national legislation and guidance regarding pupils with special educational needs and disabilities
- Set out how our academies will:
  - support and make provision for pupils with special educational needs and disabilities
  - provide pupils with access to all aspects of school life
  - help pupils fulfil their aspirations and achieve their best
  - help pupils become confident individuals living fulfilling lives
  - help pupils make a successful transition into the next phase of their lives
  - communicate with pupils and families and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with special educational needs and disabilities
- Ensure the SEND policy is fully understood and implemented by all staff

2. Vision and values

Solent Academies Trust's vision is:

Together we inspire lifelong learning, perseverance, kindness and growth. We transform the lives of our children and families by harnessing the opportunities they deserve to thrive, as healthy and engaged individuals.

We are committed to work together with our partner schools to:

- Provide the highest quality leadership, learning and teaching to enable all pupils to achieve extremely well
- Ensure we meet our pupils' individual needs, through a personalised approach
- Create learning environments that are welcoming, stimulating, challenging, motivating, rewarding, safe, caring, and fun
- Encourage creative thinking, research, and innovation to find the best ways of helping pupils to learn, communicate and make informed choices and decisions
- Develop highly skilled staff with a range of expertise and experience that is shared across the trust
- Develop strong partnerships with parents, carers and the wider community
- Manage resources efficiently and effectively for the benefit of all pupils
- Identify and share expertise across the trust to support learning communities, both locally and nationally, in their aim to provide a high quality, inclusive education for all

3. Legislation and guidance

This policy and information report 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, which sets out schools' responsibilities for pupils with SEND

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
    - The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
    - The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
    - The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
    - The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a personalised, meaningful and aspirational curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all pupils are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability which calls for 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 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

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as dysregulated behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 Special Educational Needs

Across Solent Academies Trust all teachers and leaders have a responsibility to ensure pupils make at least good progress towards the long-term outcomes in their Education, Health and Care Plans (EHCP). This is carefully tracked in the short, medium and long-term capturing evidence against targets that are linked to the four areas of each child's EHCP.

Senior leaders in each academy will:

- Work with their Principals and academy committees to determine the strategic development of the SEND policy and provision in each academy.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils' needs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching, learning and tailored curriculum.
- Advise on the graduated approach to providing SEND support and different teaching methods appropriate for individual pupils.

- Be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the Chief Executive Officer and academy committee to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils up to date.
- Ensure all staff support the pupils in accordance with their EHCP and update personalised plans.

6.2 The Academy Committee

The Chair of the Academy Committee will:

- Help to raise awareness of SEND issues at academy committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the academy committee on this
- Work with the Principal and Chief Executive Officer to determine the strategic development of the SEND policy and provision in the school

6.3 The Principal

The Principal will:

- Work with the senior leaders and Chief Executive Officer to determine the strategic development of the SEND policy and provision in the academy
- Principals will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners across the school

6.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to day-to-day classroom teaching
- Working with leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow school policies

6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and other needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

Pupils' views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

7.1 The kinds of SEN that are provided for

Our schools currently provide specialist provision for a range of needs, including:

- Communication and interaction: for example, autism spectrum disorder, speech and language difficulties
- Cognition and learning: for example, dyslexia, dyspraxia, moderate, severe, profound and complex learning difficulties
- Social, emotional and mental health: for example, attention deficit hyperactivity disorder (ADHD), oppositional defiance disorder (ODD), attention deficit disorder (ADD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, multi-sensory impairment

7.2 Consulting and involving pupils and parents/carers

We believe that a pupils' education is a partnership between parents, carers and teachers, therefore we are committed to developing strong communication with parents and carers and communicate regularly. Parents and carers are invited to all review meetings and parents' evenings across each year to discuss their child's progress towards their individual targets and to talk about any other aspect of their child's education and specialist provision in relation to their EHCP.

Members of the senior leadership team are available during parents' evenings or appointments can be made upon request. There are parent representatives on each academy committee. Families and friends are regularly invited to join in school events, coffee mornings, attend performances, special assemblies and a range of social functions. These are advertised through newsletters, social media and on the website.

7.3 Assessing and reviewing pupils' progress towards outcomes

Pupils are set short-, medium- and long-term targets towards the outcomes in the Education, Health and Care Plans, embedding the key skills across their personalised curriculum, with progress monitored frequently by teachers and the senior leadership team.

If a pupil is not making expected progress in a particular area of learning, staff will identify the need for additional support. This will enhance further the personalised learning plan for each child.

All teachers and support staff who work with the pupil are aware of their individual needs, the key skills linked to each pupil's EHCP, the support and provision requirements, and any strategies or approaches that are required. Progress towards long term EHCP outcomes are evidenced and tracked and shared with pupils and parents/carers at an annual review.

We offer an open-door policy and if at any point, parents/carers wish to discuss their child's progress, appointments can be made to meet with the class teacher or a member of the senior leadership team. Staff in school can offer advice and practical ways that parents/carers can help their child at home.

7.4 Supporting pupils moving between phases and preparing for adulthood

Admissions to our schools are agreed by local authorities after consultation with schools, and it is their responsibility to ensure that the provision meets the needs of individual pupils as identified in the Education Health Care Plan. Parents are encouraged to visit the school as part of this process.

The schools provide specific transition programmes for new pupils during the Summer Term ready to start in the next academic year. This gives pupils and their families the opportunity to find out more about the school and become familiar with staff.

If a child is placed at one of our academies during the academic year, they will be invited to access transition opportunities, such as visiting the class, or a phased introduction into the school.

Transition planning is a vital part of the annual review process from Year 9 onwards. Our schools advocate person-centred planning and aim to involve pupils as far as possible to make informed choices and decisions about their future. Pupils will have the opportunity to attend future pathways events and there will be an increasing focus on preparation for adulthood as they get older. Pupils will also have an opportunity to meet with a careers advisor to discuss their future.

7.5 Our approach to teaching pupils with SEND

The education, health and care plan outlines the resources, teaching and learning programmes and multi-agency involvement. Pupils are educated in small teaching groups depending on the complexity of need as indicated in their EHCP. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality, inclusive teaching is our first step in responding to pupils' special educational needs and disabilities. This will be differentiated and personalised for all pupils, at all stages and ages.

7.6 Adaptations to the curriculum and learning environment

Throughout our schools, pupils are grouped according to their needs, aptitudes and age.

The level of support will depend on the child's needs, as identified in their EHCP. All pupils follow a broad and balanced curriculum which is adapted to their needs to ensure high levels of interest and engagement, with personalised learning, differentiated to enable them to make progress.

7.7 Support for mental health, emotional and social development

Supporting our pupils' mental health, emotional and social development and their wellbeing is a priority area across all our schools and as such the curriculum is planned to ensure these needs are being met and developed on a daily basis.

The class teacher is responsible for the day-to-day well-being of their pupils. Where needed, pupils have an individual health care plan which identifies their care needs including personal care or the administration of medication. It also identifies emergency procedures to be followed, where appropriate.

The schools have a range of specialist equipment and resources appropriate to the individual needs of pupils in each setting.

7.8 Support for children who are looked-after or previously looked-after

Pupils who are looked-after or previously looked-after will be supported in much the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). The Designated Teacher for looked after children, will ensure that the PEP and pupils' individual targets towards their EHC plans are consistent and complement one another.

7.9 Working with other agencies

The schools work closely with other agencies, including health and social care, local authority support services and voluntary sector organisations to meet the needs of the pupils and their families. We are committed to multi-agency working to ensure that the holistic needs of each child are met.

7.10 Complaints about SEND provision

In the first instance, concerns or complaints about SEND provision in our schools should be raised with the Principal. Further information can be found in the Solent Academies Trust Complaints Policy.

7.11 Contact details of support services for parents of pupils with SEND

If you have any questions about your child's special educational needs, please get in touch with your child's school. We aim to work in partnership with you and want to support you, your child and your family as best we can.

Further information within Portsmouth City:

Please refer to the Portsmouth Local Offer of support which can be found on the Portsmouth City Council web site at: https://portsmouthlocaloffer.org/

Further information within West Sussex:

Please refer to the West Sussex Local Offer support which can be found on the West Sussex Council website at:

https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-or-disabilities-information-advice-and-support-service

Further information within Hampshire:

Please refer to the Hampshire Local Offer of support which can be found on the Hampshire County Council web site at: Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities (hants.gov.uk)

8. Admission arrangements

Admissions to our schools are arranged by the local authority after consultation has taken place between the family, the school, and other appropriate professionals. The wishes of families are one of the most important factors in the whole process of the admission of pupils to any of our schools. Families are encouraged to visit informally prior to admission.

9. Monitoring arrangements

This policy and information report will be reviewed by Principal and the academy committee annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board.

10. Links with other policies

This policy and information report links to the following policies available on the websites of each academy within the Trust:

- Positive Behaviour and Anti-Bullying
- Intimate care
- Supporting pupils with medical conditions
- Safeguarding and child protection
- Equality
- Complaints