



SEND Policy

Our Vision

Achieving More Together

Our Mission

Working together passionately to achieve the best outcomes for children and young people in our specialist SEND and AP settings

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1. Policy Aims

In our special schools, every pupil has an Education Health and Care Plan (EHCP). In our Alternative Provision (AP) School, many of our pupils have an EHCP and the majority have special educational needs and/or disabilities.

Our SEND policy and information report aims to:

- Set out how our Trust will support and make provision for all of our pupils' needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We have a clear mission to meet the needs of our pupils within specialist settings for specific designations of learning needs. These include the needs of pupils who have complex learning difficulties (CLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD). Children and young people in our alternative provision (AP) school/s also have a range of complex needs, predominantly in the area of social, emotional and mental health needs (SEMH), as well as those with, or in addition to, medical needs who may have multiple barriers to learning in a mainstream context.

We aim to promote their voice in the systems that provide the services they and their families need to work effectively in order to flourish. This policy supports the Trust's vision and aims:

- *To advance education for public benefit* as stated in our charitable objects
- To work together to protect, improve and sustain the educational provision for children and young people with complex, severe, multiple and profound learning difficulties and those with social, emotional and mental health needs in Alternative Provision.
- To collaborate, to ensure we maximise all potential for sustainable school improvement to maximize outcomes for every pupil
- To work together to shape the future – influencing provisions and services that our pupils need.

2. 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo) and the SEND information report.
- Equalities Act (2010)

3. Admissions of Pupils with SEND

Admissions to our schools are managed in line with the Trust's Admissions Policy and in collaboration with the relevant Local Authorities. (See the Admissions Policy for more detail).

All placements for pupils with EHCP are made through the EHCP consultation process, ensuring that the school is able to meet the needs of the pupil as set out in their plan.

For pupils without an EHCP, we follow clear admissions criteria to our AP schools in support of the Local Authority's Section 19 Duty for pupils excluded, or those with significant mental health or medical needs.

We are committed to working with Local Authorities to ensure appropriate placement and provision for all pupils, where possible.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the others of the same age in mainstream schools 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.

5. Safeguarding and SEND

- We recognise that pupils with SEND may be more vulnerable to safeguarding risks.
- All staff are trained to understand these vulnerabilities and to respond in line with the Trust's **Safeguarding and Child Protection Policy** and statutory guidance (Keeping Children Safe in Education).
- Safeguarding considerations underpin all aspects of SEND provision and decision-making.

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. Our schools are Special and Alternative Provision (AP) schools and are, by design, here to advance the holistic education of all our pupils, to whom the term SEND applies.

The Trust will not discriminate against pupils with SEND; including exclusions, access to the curriculum or access to wider school activities.

6. Inclusion, suspensions, exclusions and SEND

The Trust is committed to inclusive practice and seeks to reduce the need for suspensions or exclusions.

We will make reasonable adjustments and provide appropriate support to prevent behaviours from becoming a barrier to learning.

Any decisions relating to suspension or exclusion will take into account pupils' SEND and will follow statutory guidance and the Trust's Behaviour Policy.

Enable Trust recognises the ambition set out in the Government's SEND reforms and White Paper 2026, and this policy is in line with the need to include all learners.

7. Roles and responsibilities

7.1 The Board of Trustees

- Ensures the Trust complies with SEND legislation
- Reviews and approves the SEND policy annually
- Ensures accessibility planning across all schools
- Ensures compliance with The Equalities Act (2010) duties

7.2 The Local Governing Body

Governors will:

- Review and monitor the implementation and effectiveness of this policy, and recommend and update the Board on progress against the targets set out in the school development plan.

7.3 Executive team

- Review and prepare the policy for approval with the Board.
- Ensure the delivery of the strategic approach and alignment of the policy is applied across all schools.
- Encourages the schools within the Trust to work with other agencies to shape and influence the services our children need.

7.4 The Headteacher

They will:

- Be responsible for the operational delivery and implementation of this SEND policy and the co-ordination of specific provision made to support all pupils
- Delegate key tasks relating to EHCP consultation to a SENDCo* and the Trust EHCP team
- Ensure teachers comply with the implementation of the differentiated curriculum, and address pupils' needs through appropriate personalised pedagogical approaches
- Ensure leaders and teachers work in partnership with all school staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- Utilise the school's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the local authority (LA) and its support services, or delegate to other leaders in the school as appropriate
- Ensure school staff liaise with potential next providers of education 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 pupils up to date.

**or other appropriate skilled and experienced senior member of staff*

7.5 The SENDCo*

- The SENDCo in each school will have, or will be working towards, the National Professional Qualification for SENDCos.
- Will work with the head teacher to determine the strategic development of the schools inclusion policy and provision, and compliance with the Equalities Act (2010)
- Coordinates SEND provision for individual pupils
- Provides professional guidance for staff and supports liaison with parents/carers, staff and external agencies
- Supports the co-ordination and liaison with next providers to ensure a smooth transition where appropriate
- Has oversight of the SEND register and ensuring records are kept up-to-date and accurate.

7.6 Class teachers

Each class teacher is responsible for:

- Delivering the curriculum to support the progress of every pupil in their class
- Working closely with the SENDCo, support assistants and / or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Identifying and reducing any barriers to learning through Quality First Teaching
- Ensuring compliance with current Teachers' Standards

8. SEND information report

This SEND Policy is supported by each school's **SEND Information Report** which is published annually on the school website and provides detailed information about the implementation of SEND provision.

8.1 The kinds of SEND that are provided for:

Each of the schools in Enable Trust has a primary designation which describes the primary criteria for pupil admission as per the table below:

Culverhill School	Complex learning difficulties (CLD)
New Siblands School	Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)
Two Bridges Academy	Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)
Pathways Learning Centre	Social, Emotional and Mental Health (SEMH) Difficulties

	A short stay Alternative Provision (AP) school supporting South Gloucestershire LA's Section 19 Duty, including pupils with medical needs and excluded children. In addition, supporting EHCP pupils with SEMH and other co-presenting needs, such as autism and CLD for South Gloucestershire and Bristol Local Authorities.
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Our schools currently provide additional and/or different provisions for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language and social communication difficulties
- Cognition and learning, for example, chromosomal disorders, global developmental delay
- Anxiety relating to autism, social communication, complex learning difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and co-existing/multiple learning difficulties.

Our special schools are not appropriate specialist placements for pupils with social, emotional and mental health difficulties as their primary need. The buildings are not designed to be safely used as schools for children with those primary needs, and staff are not trained to meet those needs outside of the needs described typically within the SEMH domain of an EHCP for the SLD, PMLD or CLD needs that are the child's primary need.

However, our AP school does support children with social, emotional and mental health needs (SEMH), including those with significant mental health needs, those who have been excluded from school and / or who may be school avoidant or need a specialist package of support for a period of time, and / or who may need extended support before transitioning into a Post 16 destination.

8.2 Consulting and involving and parents

Parents are formally involved in the annual review of the EHCP. These conversations will make sure that:

- Progress against EHCP targets can be reviewed, celebrated and stepped targets can be further adapted as required
- Everyone understands the agreed outcomes and the required provision for the child

For children at our APs who do not have an EHCP, parents are involved formally in review meetings, including review of placement meetings where appropriate.

8.3 Assessing and reviewing pupils' progress towards outcomes

We use a range of appropriate assessment tools and processes, including Evidence for Learning as our key assessment tool in most schools, where appropriate.

Data drops occur three times per year and are evaluated by the school's Senior Leadership Team, Enable Trust's Assessment Group and reported to Trustees, who have oversight of standards across the Trust.

The SLT and class teacher will draw on a range of evidence when assessing progress:

- The teacher's assessment
- Their previous progress and attainment
- The views and experience of parents
- The pupil's own views wherever possible
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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

We actively promote and embed **pupil voice** in all aspects of school life. This includes contribution to EHCP reviews, use of appropriate communication tools, structured opportunities for feedback, and daily interaction with trusted adults.

Pupil views are used to shape provision, inform planning, and evaluate the effectiveness of support wherever possible.

8.4 Supporting pupils moving between phases and preparing for adulthood

We will share necessary and relevant educational information with the school, college, or other setting the pupil is moving to.

We attend transition sessions with the pupil at their new setting to support them with the move and we meet staff at the new setting in order to provide all the relevant information.

We arrange for secure transfer of pupil data to ensure that pupil records are up to date at the new setting.

We are committed to ensuring that **Preparation for Adulthood (PfA)** is central to planning for all pupils, particularly from Year 9 onwards.

We support pupils to develop outcomes across the four key PfA areas:

- **Employment:** developing skills for future work, enterprise, and meaningful occupation
- **Independent Living:** promoting self-care, decision-making, and life skills
- **Community Inclusion:** enabling participation in society and building relationships
- **Health:** supporting physical and emotional wellbeing

These outcomes are reflected in EHCP reviews, curriculum design, and transition planning to ensure pupils are well-prepared for their next stage.

8.5 Our approach to teaching pupils

In our special and AP schools, we provide a differentiated curriculum for all pupils and a personalised pedagogy. Class sizes are kept to a minimum.

We will also provide the following interventions where appropriate and where funded:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)

- Hydrotherapy
- Psychotherapy
- A variety of other therapies linked to the needs of the pupils. For example, emotional needs, trauma mentoring support and intervention, and Emotional Literacy Support Advisors (ELSA) groups.

8.6 Adaptations to the curriculum and learning environment

We seek to make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, the differentiated curriculum pathway etc.
- High staffing ratios and adapting our resources and staffing as required
- Using recommended aids, such as iPads, communication aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Personalising the pedagogy, for example, utilising visual symbols and minimizing language for a child who has autism.

8.7 Additional support for learning

Our schools have teaching support assistants who are trained to support and deliver the differentiated curriculum pathways and deliver interventions such as:

- bespoke SALT interventions
- emotional regulation strategies
- OT approaches to support vestibular and proprioception needs and sensory regulation, physiotherapy programmes designed by NHS physiotherapists,
- TAC Pac
- See and Learn / FLARA approach to developing reading / phonics schemes etc

Teaching Assistants, Learning Support Assistants and Carers will support pupils on a 1:1 basis when required and when top up funding is sufficient.

8.8 Expertise and training of staff

All class-based staff receive specialist training to support them in their role. We deliver training in compliance, safeguarding and health and safety, Team Teach, Phonics schemes, Early Reading, de-escalation and approaches to social, emotional and mental health needs, trauma-informed approaches, PACE principles, Autism and leadership training with our in-house Future Leaders programme.

8.9 Securing equipment and facilities

We work with the relevant agencies to ensure that pupils have access to the equipment they require, including communication aids, iPads, wheelchairs, walking aids, etc. Where appropriate, we arrange for this equipment to be serviced and repaired.

We install and maintain lifting equipment in all areas of the school where this is required.

We install and maintain hygiene rooms to ensure that children with toileting needs are supported.

We have policies and procedures in place to ensure that pupils with medical needs are appropriately supported in school.

Where possible, premises improvements are designed with the physical and sensory needs of the children in mind.

We regularly review our Accessibility Plan to ensure that pupils' needs are met and improvements are made where necessary.

8.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after appropriate intervals
- Using pupil and parent voice
- Monitoring by the SENDCo/Deputy Headteacher and Headteacher/Subject Leads.
- Using provision maps to measure progress
- Whole school tracking and Evidence for Learning to measure progress.
- Holding annual reviews for pupils with EHC plans

8.11 Enabling pupils with SEND to engage in activities

We design our curriculum to provide our pupils with opportunities to benefit from activities in the local community.

We have a programme of external visitors who come into school to provide the pupils with a range of engaging activities, e.g. animals in school, careers education, advice and guidance (see Section 7.4).

We plan school trips in order to provide pupils with a wide range of learning experiences and support curriculum aims.

We plan a wide range of school activities to support learning and physical health, e.g. sports days, outdoor learning including forest school and Duke of Edinburgh Awards as appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability subject to an appropriate risk assessment.

8.12 Working with other agencies

As a Trust we seek to work collaboratively with any other agencies that support our pupils. Our schools work collaboratively as part of multi-agency teams and where possible we work in partnership with:

- Social Workers and social care teams, attending EHAP/TAC/CIN meetings
- The Local Authority SEND Team
- NHS e.g. Community Paediatricians
- Local Authority specialist services e.g. Educational Psychologist
- CAMHS Learning Disabilities (LD)
- Sirona Care
- Charities that support specific needs (e.g. Jigsaw Charity, Thornbury)

8.13 The Graduated Approach to SEND Support

Although all pupils within our specialist settings have identified SEND and/or significant additional needs, we still apply a **graduated approach** to ensure provision is responsive, personalised, and continually refined.

This follows the Assess – Plan – Do – Review cycle:

- **Assess**
We gather a holistic understanding of each pupil's strengths and needs through EHCPs, baseline assessments, therapeutic input, parent/carers views, and where appropriate, pupil voice.
- **Plan**
Outcomes, provision, and strategies are agreed and aligned to EHCP outcomes and individual learning pathways. Plans are shared with all relevant staff and reviewed at appropriate intervals.
- **Do**
Class teachers retain responsibility for implementing agreed strategies and interventions, supported by the wider staff team and external professionals where appropriate.
- **Review**
Provision and outcomes are reviewed regularly through assessment cycles, pupil progress meetings, and annual reviews. Adjustments are made to ensure continued progress and engagement.

This cyclical process ensures that provision remains dynamic and responsive to each pupil's changing needs.

8.14 Ordinarily Available and Additional Provision

Within our Trust, we recognise that pupils require varying levels of support. Provision is structured as follows:

- **Universal Provision (Ordinarily Available)**

High-quality, adaptive teaching and a differentiated curriculum are core to all classrooms. This includes personalised pedagogy, use of communication strategies, structured environments, and high staff ratios.

- **Targeted Provision**

Additional interventions and support strategies are provided where pupils require further support to meet their outcomes. These may include smaller group or 1:1 interventions, therapy programmes, and targeted support plans.

- **Specialist Provision**

Highly personalised provision, often linked to EHCP outcomes, including multi-agency involvement, specialist therapies, and bespoke learning pathways.

This graduated structure ensures that all pupils receive the appropriate level of support to achieve their outcomes.

9. Complaints about SEND provision

We aim to resolve concerns about SEND provision at the earliest opportunity through open and collaborative communication.

- In the first instance, parents/carers are encouraged to raise concerns with the class teacher or SENDCO.
- If concerns remain unresolved, these should be escalated to the Headteacher. Please contact the school Headteacher via the School Office.
- Further escalation can be made through the Trust's formal complaints procedure, available on the Enable Trust website.

Where concerns relate to EHCPs, parents/carers have the right to request **mediation** and may appeal to the **First-tier Tribunal (Special Educational Needs and Disability)**.

We will work proactively with families to ensure that concerns are addressed constructively and without delay.

10. Contact details of support services for parents of pupils with SEND

We regularly signpost parents to support services which are relevant to the needs of their children. Details can also be found on the school websites.

11. The local authority local offer

Our local authority's local offer is published here: [South Gloucestershire Local Offer](#) and at Bristol City Council.

12. Monitoring arrangements

This policy is subject to statutory annual review and can be updated at any time to reflect legislative and operational changes.

13. Data Protection and Information Sharing

We hold and process pupil information in accordance with data protection legislation.

Information is shared with relevant professionals and agencies only where necessary to support the pupil's education, health, and wellbeing, and always in line with confidentiality and safeguarding requirements.

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