



Trust SEND Principles

“Every teacher is a teacher of SEND and **every leader** is a leader of SEND.”

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Date Approved: 13.09.24

Next review date: October 2025

Approved by: Trust Senior Leadership Team

1. Introduction - The Trust Vision

Swale Academies Trust is driven by the belief that all children deserve an exceptional education where they are seen as individuals and any identified needs are met.

The Trust expects all schools to have high aspirations and expectations for all students, including those with SEND. Delivery of a broad and balanced curriculum, through quality first inclusive teaching, ensures SEND students achieve their best possible outcomes.

2. Trust Aims

- To ensure the highest standard possible of SEND provision in our Trust schools.
- To ensure statutory compliance in all Trust schools.
- To support schools in relation to statutory duties.
- Strategic development of SEND policies and practice.
- To ensure that children enjoy opportunities to enable improved outcomes, well-being, independence and life chances.

3. Trust Responsibilities

The Trust Board will ensure that:

- In line with the SEND Code of Practice legal requirements, for each academy in the Trust there is a qualified teacher designated as the SENDCO. They must ensure that the appointed SENDCO has completed the National Award within 3 years of starting the post, and that this is a postgraduate course accredited by a recognised awarding body.
- Trust Directors are kept informed about the impact of Trust SEND expenditure and implementation of SEND policy in schools.
- Ensure that each school has a Link Governor(s) for SEND and Inclusion.
- The Trust has a SEND Leadership Group which monitors and evaluates SEND provision in its schools and fulfils the Trust's vision and aims.

4. Trust SEND Leadership Group Membership

The membership will always consists of:

- One Trust Director
- Director of Primary/ SEND Leadership Group Chair
- SEND Leadership Group Lead
- One Primary SENDco Representative
- One Secondary SENDco Representative
- Representation from the Primary and Secondary SIE (School Improvement Executive) Team

Membership of the team may also include additional practitioners from across the Trust based on expertise and in response to identified strategic MAT needs.

5. Individual School Responsibilities

Key Principle: “Every teacher is a teacher of SEND and every leader is a leader of SEND and so SEND needs to be woven in and not bolted on to the fabric of each school.”

Individual school responsibilities are:

- To promote equality of opportunity
- To engage with the work of the SEND leadership Group and to follow up on any agreed actions
- To review and publish the school SEND Policy and SEND Information Report on an annual basis
- To provide an annual impact report to Governors
- To review and keep all SEND related policies up to date
- To fulfil statutory requirements as outlined in the SEND Code of Practice
- To make reasonable adjustments in line with the Equality Act 2010 and in response to individual needs
- To understand the Local Offer published by the Local Authority and have regard to their expectations in relation to SEND provision in schools
- To use their best endeavours to meet individual needs
- To ensure all staff understand and fulfil their roles and responsibilities relating to SEND
- To provide a broad and balanced curriculum delivered through quality first inclusive teaching
- To implement robust systems for early identification of SEND needs
- To ensure students with special educational needs are fully included in all aspects of school life
- To ensure value for money and the most effective and efficient deployment of resources when supporting students with SEND.
- To work in partnership with families and professionals
- To ensure that statutory guidance for students with an EHCP is implemented and reviewed as part of the APDR process with progress towards outcomes being tracked and reported to the Local Authority through annual review meetings.
- To keep abreast of local and national SEND initiatives and updates through attendance at Trust/ local authority network meetings