Special Educational Needs (SEN) and Disability Statement

TPAT Policy Management

Document history					
Review date	**Version**	**Reviewer / owner**	**Executive approval**	**Approving body**	**Meeting date of policy approval**
09/2023	1	Director of Inclusion	09/2023	Trust Board	20/09/2023
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Material changes since last publication	
Section	**Changes**
Whole document	There has been a significant rewrite following the DFE Inclusion strategies and Mainstream Inclusion Fund guidance in September 2026

This statement is reviewed annually. The next review is due by September 2027.

Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

Our aim:

TPAT - Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

To achieve this our schools will:

- Ensure they have a qualified SENDCO working with the leadership team to ensure vulnerable students are fully supported across the school.
- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.
- Publish an annual SEND Information Report detailing local arrangements and provision.
- Publish an annual Inclusion Strategy that outlines how the Mainstream Inclusion Fund is utilised and provides an overview of the strategic priorities, provision, interventions, and outcomes that drive inclusive practice and support vulnerable learners.

The Trust will support our schools by:

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.

- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement.
- Providing an annual review of a school's inclusive approach.
- The Trust Board receives assurance regarding SEND provision, outcomes and compliance through regular reporting by school leaders and the Director of Inclusion.
- Publish a Trust Inclusion Statement that defines the Trust's strategic approach to inclusion and supports the implementation of school Inclusion Strategies. The document sets out the Trust's vision, priorities, responsibilities, and commitment to ensuring equitable opportunities and positive outcomes for all pupils.

SEND vision

To have high aspirations and expectations for all pupils, and to focus on positive outcomes for all students.

Inclusion at The Park Academies Trust

Our approach aligns with the seven principles of inclusion identified by the Department for Education:

- ambitious leadership and governance that embeds inclusion;
- evidence-based support that prioritises early intervention;
- high-quality adaptive teaching and a curriculum designed for all learners;
- opportunities beyond the classroom that are accessible to all;
- a safe and respectful culture that promotes belonging, attendance and participation;
- strong partnerships with families and wider services;
- inclusive environments that continually improve accessibility.

To ensure these principles are translated into effective practice, the Trust adopts the DfE's five-step approach to inclusion strategy development:

- identifying and understanding barriers to learning and participation;
- using evidence to inform decision-making; developing an effective and targeted strategy;
- delivering and monitoring implementation;
- evaluating impact to sustain continuous improvement.

Through this structured approach, we work proactively to remove barriers, strengthen inclusive practice, and ensure that all pupils, particularly those with special educational needs and disabilities (SEND), can thrive academically, socially and emotionally.

What is successful inclusion? Deploying established, effective intervention strategies and techniques, combined with research-led innovations, to enable a holistic view of student progress. This should incorporate all aspects of a student's education and well-being, with a long-term outlook from the point of entry (contextualised with information about previous schooling/care) through to school-leaving age, and beyond.

We aim to build an ethos of emotional awareness and understanding (emotional quotient / EQ). This ensures a student is in a position to develop their intellectual quotient, in order to promote relevant and sustained development of the 'whole child'. This facilitates the growth of a community of nurtured, valued, and productive individuals.

We create an environment that promotes a feeling of belonging, of being connected to others, and of 'relatedness'. Staff build and model secure, healthy relationships from which pupils can learn, and which they can recreate in their lives after, and beyond school. Both our academic and emotional curricula are designed to support motivation, engagement, and meta-cognition, in order to promote learning and progress.

Curriculum – Inclusion

To have high aspirations and expectations for all pupils, and to focus on positive outcomes for all children. **All teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility**. Every pupil has their own unique educational needs, and at The Park Academies Trust we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of students' curricular experience. The Park Academies Trust is ambitious for all pupils, and we believe that appropriate assessment of need and then suitable planning with parents and carers leads to effective support and interventions for: Communication and Interaction; Cognition and Learning; Sensory and / or Physical Needs; and Social, Emotional and Mental Health.

Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of pupils' lives, and this drives high aspirations for the

future, which in turn ensures that all students make exceptional progress when they leave the Trust in year 13 or year 11.

Our Approach to Teaching Learners in an Inclusive Way

We are fully committed to the inclusion of all pupils. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor both emotional and academic learning at a Trust and school level. See **Appendix B WHOLE SCHOOL INCLUSION APPROACH and Appendix C What does quality teaching mean**

We aim to create learning environments which are flexible enough to meet the needs of all members, and to ensure that students always feel they belong to our community from Nursery through to sixth form. We monitor progress of all learners, and staff are supported to enable continual assessment to ensure that sustained progress is being made.

How we Identify Need

At different times in their school career, a child or young person may have one or more Special Educational Needs or Disabilities. The Code of Practice defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide support that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier(s) to their learning.

Impact

Progress is monitored using quantifiable measures including **Readiness for Learning** scores to monitor well-being and **Standardised Scores** to measure academic progress. For example, over a six-month period, if a student has made 6 months'

progress, they would have a Standard Score increase of 0. Any Standard Score increase above 0 shows that the student has made more than 6 months' progress in that 6-month period. We are striving for above age-expected progress enabling the gap to narrow for these students.

Inclusion Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils so that appropriate provision can be made for their readiness to learn in order to raise attainment.
- To enable students who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To work towards successful outcomes, through a whole Trust approach to the management and provision of inclusive practice.
- To provide advice and support for all staff to enable successful inclusion.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extracurricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in a co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each student's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'Assess, Plan, Do and Review' cycle for each individual student, and those that inform the planning of the School Development Plan and Trust Development Plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to make exceptional progress across the board, that is at least similar to that of non-SEND counterparts, that matches or betters the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All students can and should achieve their very best.
- To ensure that all students are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self–perception as learners.
- To ensure that all students are inspired and motivated, fostering a curiosity to learn.

Graduated Response to Needs (See inclusion triangle Appendix A)

The Trust follows the graduated approach outlined in the SEND Code of Practice through an Assess, Plan, Do, Review cycle.

The Trust will meet its duties under the Equality Act 2010 by making reasonable adjustments and ensuring that disabled pupils are not placed at a substantial disadvantage compared with their peers.

During the academic year students are supported through a graduated response. Wave One students have needs that can be met through classroom adaptive practice and reasonable adjustments through Quality First Teaching. Wave Two students have additional support. For Wave Three students the school liaises with outside agencies and puts individualised interventions in place where appropriate.

Some students with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Students with these arrangements use them as part of their normal provision in school as far as it is practically possible. Students choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate students with an Education, Health, and Care Plan (EHCP) attend their annual reviews, for which their views are sought both as written contributions prepared in advance, and as verbal contributions during the meeting.

Arrangements are made for all students with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Students at Wave 3

- Students who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some students who are receiving regular support from outside agencies.
- Students who are educated at an alternative educational provision but remain on the school roll.
- Students with an Education Health and Care Plan (EHCP).
- Students who have suffered significant Trauma which is impacting on their education.

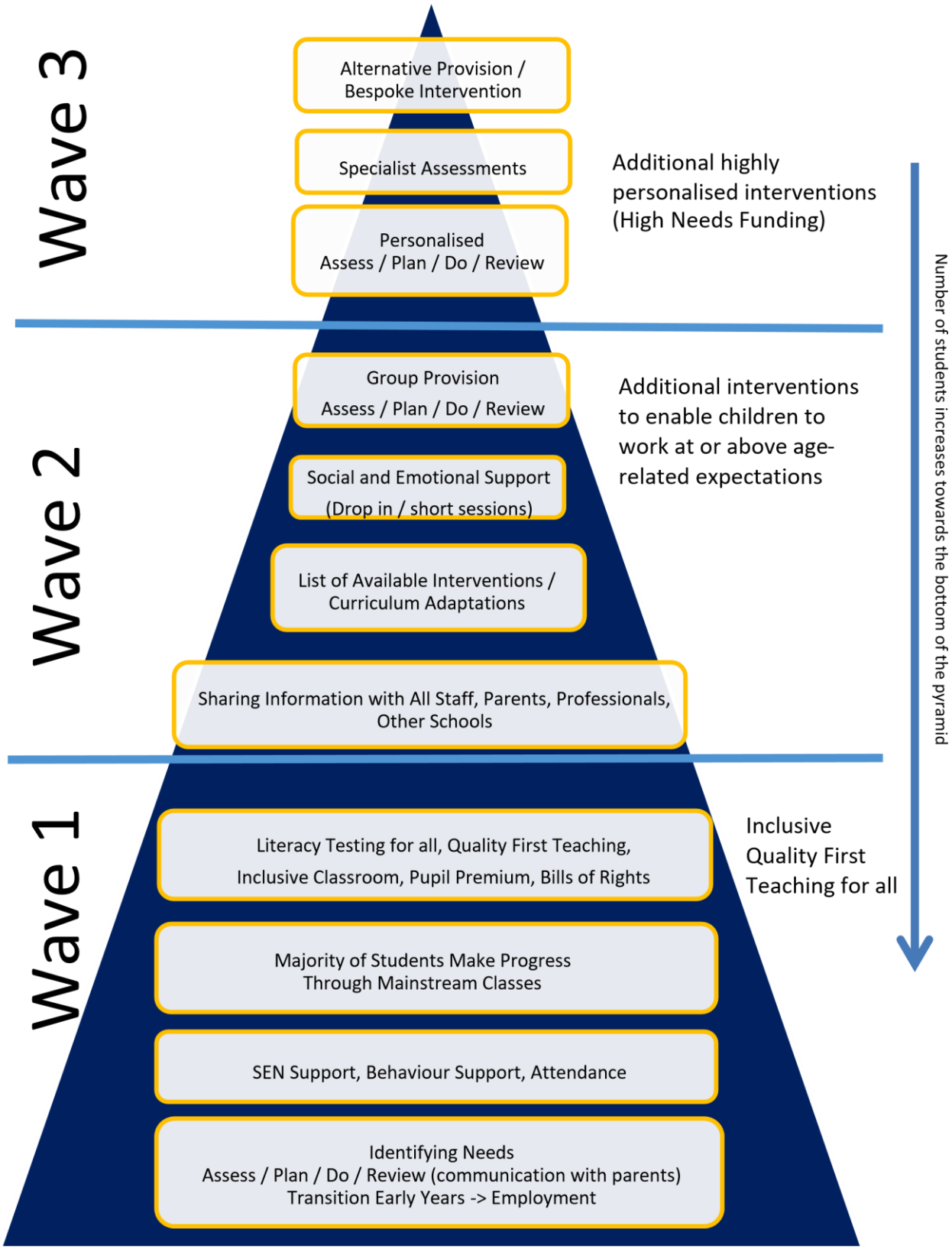
Categories of Students at Wave 2

- Students who attend interventions.
- Students who require support with social skills.
- Students who require additional support with English or Maths.
- Some students for whom the school has sought educational advice and support from outside agencies such as the Educational Psychologist, the Speech and Language Therapist and other advisory services.
- Students who require support to address issues with self-esteem.

Categories of Students at Wave 1

- Students who are able to make good progress supported by Quality First Teaching in lessons.

Appendix A Inclusion Triangle



Appendix B WHOLE SCHOOL INCLUSION APPROACH

Know Your Pupils
-Know who your vulnerable pupils are and what they need by reading pupil passports and guidance.
-Prepare support *before* they enter your classroom, premeditating potential misconceptions or gaps.

Smart Seating
-Seat vulnerable pupils where interaction and visibility are easiest—they are your first check-in every time.
-Keep them clearly in your line of sight.

Purposeful Grouping
-Create mixed groups (V + Non-V) to enable peer support.
-Target these groups first for checks on understanding.

Inclusive Questioning
-Mark first, question first.
-Use the Question Sandwich (V → Non-V → V).
-Support pupils to think hard with no opt-outs—everyone engaged, no passive presence.

Check for Understanding
-Always check vulnerable pupils first.
-Use your seating layout for deliberate scanning and clarity checks.

Build Pupil Voice
-Ask pupils what they're learning, why, and how.
-Link current learning to prior knowledge to build schema and close gaps.

Teach for Mastery
-Identify barriers in your subject and use assessments/QLA to adapt teaching.
-Secure foundational knowledge before applying it.

Repair Missed Learning
-Provide in-lesson support to bridge missed content quickly and directly.
-Use targeted teacher–pupil interactions to fill gaps.

Plan With Inclusion First
-Plan lessons for clear learning intentions, 100% engagement, and early checks for understanding.
-Prioritise inclusion pupils: Are they thinking? Participating? Making progress?

Appendix C What does quality teaching mean

TPAT Principle	What you will see in lessons	How this is inclusive
High expectations for learning behaviour	▪ Positive relationships. ▪ Very little/no disruption to learning. ▪ Pupils engaged. ▪ Clear routines to support learning. ▪ Teachers celebrating success. ▪ Teachers implementing the B4L policy with minimal disruption to the flow of learning.	▪ Shared values and aligned practices that create a safe, calm and predictable environment. ▪ Pupils feel a sense of belonging and understand what is expected of them. ▪ Pupils are exposed to positive role models who support their personal development.
Quality of Instruction	▪ Learning intentions on display and used to inform learning. ▪ Pupils understand how the activities are linked with what they are learning. ▪ New information is clearly explained and chunked to reduce cognitive load. ▪ Questioning to promote thinking e.g., cold call, No opt out, say it again better.	▪ Teaching is done in a way to reduce cognitive load, ensuring all pupils can build connections with new information. ▪ Questioning techniques increase participation and thinking ratios.
Subject Mastery	▪ Teachers that demonstrate subject expertise. ▪ Opportunities to read and use of topic texts. ▪ Activities that promote thinking hard and peer collaboration. ▪ Questioning to challenge e.g., probing, bouncing. ▪ Use of aspirational examples. ▪ Explicit links to real-life application and context.	▪ Misconceptions are anticipated and activities are planned to overcome this barrier to learning. ▪ Ensure pupils from all backgrounds have access to high quality examples and exposure to rich text. ▪ All pupils are expected to participate and think hard.
Adaptive Teaching	▪ Teacher knows and responds to the individual needs of SEND and DV (should we write this in full, not sure we all know what it is, also the shortening for domestic violence?) learners. ▪ Lessons are planned with high level challenge. ▪ Scaffolding where required e.g., sentence starters, task planners. ▪ Processing time and 'Think-Pair-Share'. ▪ Responsive teaching that is informed by assessment. ▪ Modelling – I do, we do, you do, use of visualiser etc. ▪ Regular check-ins for individual pupils who require further support.	▪ Barriers to learning are anticipated and learner needs are met; all pupils are able to progress. ▪ All pupils are working to achieve the same learning intentions. ▪ Targeted and graduated scaffolding that ensures all pupils can access the same learning intentions and build independence. ▪ Working memory is supported so that new knowledge can be learnt.
Making it Stick	▪ All lessons start with a DNA which will generally be a retrieval activity. ▪ Prior knowledge is activated. ▪ Explicit links made to previous learning.	▪ Pupils are supported to activate prior knowledge before learning new information. ▪ Pupils are explicitly taught how to learn information and how to revise it for assessments.