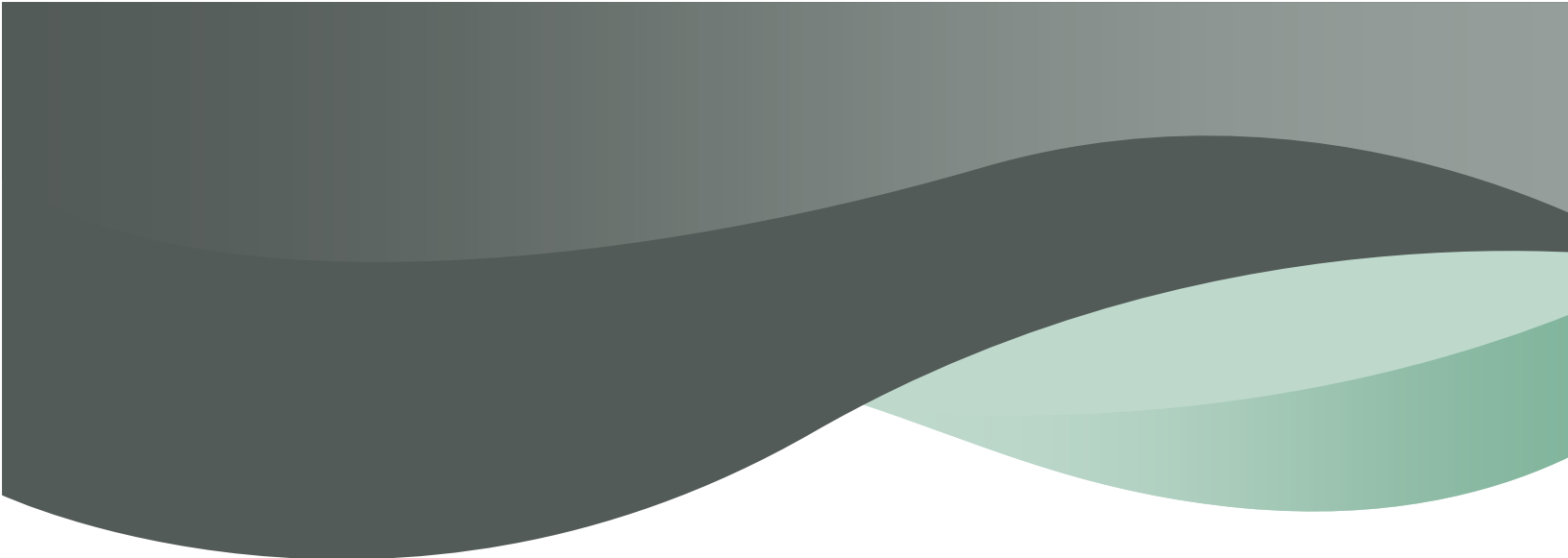




SEND Policy

A Graduated Response

Updated for:	September 2025
Next review:	September 2026

James Montgomery Academy Trust



SEND Policy

A Graduated Response

1. Statement of intent

This policy outlines the framework for James Montgomery Academy Trust (JMAT) to meet its duty and obligation to provide a high-quality education to all of its children, including children with special educational needs and disabilities (SEND), and do everything it reasonably can to meet the needs of children with SEND.

Through successful implementation of this policy JMAT aims to:

- Eliminate discrimination.
- Promote equal opportunities for all.
- Foster good relationships between **all** children.

JMAT will work with the relevant Local Authority (LA) within the following principles which underpin this policy:

- The involvement of children, parents, and carers in decision making.
- Identification of children's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children with SEND.
- Improved choice and control for parents and carers regarding support for their child.

This policy operates in conjunction with the individual school's SEND Information Video which is displayed on individual school websites and is linked to the LA local offer.

2. Identifying SEND

JMAT has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long term outcomes for the child.

Teaching staff, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not diminish the attainment difference between the child and their peers.

3. Definition

The SEND Code of Practice states that all children should have access to 'high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families

Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

There is no hard and fast threshold of need which determines if and when a child has Special Educational Needs (SEND)

The Code of Practice breaks down SEND into four broad areas:

- Communication and Interaction needs.
- Cognition and Learning difficulties.
- Social, Emotional and Mental Health Difficulties.
- Sensory and or Physical needs.

4. Children with Special Educational Needs and Disabilities (SEND) and safeguarding

The DfE and NSPCC highlight the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication and interaction.

In addition to the above it is also acknowledged that schools within JMAT should consider extra pastoral support for children with SEN and disabilities to overcome the above challenges. In terms of the use of 'reasonable force/ positive handling' JMAT schools recognise the additional vulnerability of children with SEND and medical conditions. By planning positive, trauma informed and proactive behaviour support, for instance through individual behaviour and relationship plans for more vulnerable children, and agreeing them with the child, their parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use positive handling which is always a last resort.

5. Children with specific circumstances

5.1 Children who are Looked After (CLA), formerly LAC, previously looked after and adopted children

JMAT recognises that a proportion of CLA may have SEND requirements. JMAT schools must appoint a designated teacher for children who are CLA+. The designated teacher has responsibility for promoting the educational achievement of children who are currently in local authority care, those who have left care through adoption, special guardianship or child arrangement orders and those who were adopted from care. The designated teacher must have appropriate training and the relevant qualifications and experience.

5.2 English as an Additional Language (EAL): JMAT gives particular care to the identification and assessment of the SEND of children whose first language is not English. JMAT appreciates that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slower progress it should not be assumed that their language status is the only reason. JMAT schools will look carefully at all aspects of a children's performance to establish

whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

6. Roles and responsibilities of head of school/headteacher

- Take overall responsibility for implementing SEND reforms.
- Ensure appropriate designations are made i.e. CLA.
- Ensure the SENDCo is able to influence strategic decisions about SEND.
- Ensure that the wider school community understands the implications of reforms for whole school improvement.
- Put in place arrangements to ensure that parents/carers are regularly engaged in discussions about the progress of their child.
- Ensure that a process is in place for involving parents/carers and young people in reviewing provision and future planning.
- Ensure school website and the Get Information About Schools (GIAS) has accurate information.

7. Roles and responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo role is a strategic one, working alongside the senior leadership to inform with a view to reviewing and refreshing the SEND policy in line with changes in central policy.

To work in conjunction with class teachers to review practice to ensure every child with SEND receives the personal support that they require.

The responsibilities of the SENDCo may include:

- Liaising with parents/carers and children to discuss SEND needs, provision and progress.
- Overseeing day-to-day operations of the schools SEND Policy.
- Co-ordinating support for children with SEND which includes any technology, accessibility tools, or environmental adaptations.
- Conducting detailed assessments in co-ordination with class teachers and other agencies.
- Overseeing the records of all children with SEND.
- Ensuring that agreed actions, interventions and procedures are followed.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and managing the roles and responsibilities of support staff working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions.
- Liaising with external specialist support services.
- Keeping up to date with legislation and policy changes.
- Supervising the evaluation of interventions.

- Reporting to Senior Management.
- Ensuring their CPD by keeping up to date with relevant developments and LA initiatives.

8. Roles and responsibilities of class teachers

Key responsibilities for class teachers may include:

- Planning and delivering an adapted curriculum which meets the needs of all children.
- Having an awareness and understanding of the SEND Policy.
- Raising concerns with the school SENDCo and working to address these concerns.
- Liaising with support staff to deliver specific and targeted interventions.
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations.
- Giving feedback to parents/carers and children and young people related to issues of SEND and general progress.
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services.

9. Roles and responsibilities of teaching assistants / support staff

Key responsibilities for teaching assistants may include:

- Being aware of the SEND Policy and procedures.
- Liaising with class teachers to discuss support packages, procedures and child's response to interventions.
- Ensuring that the support offered encourages independence.

10. Roles and responsibilities of parents/carers

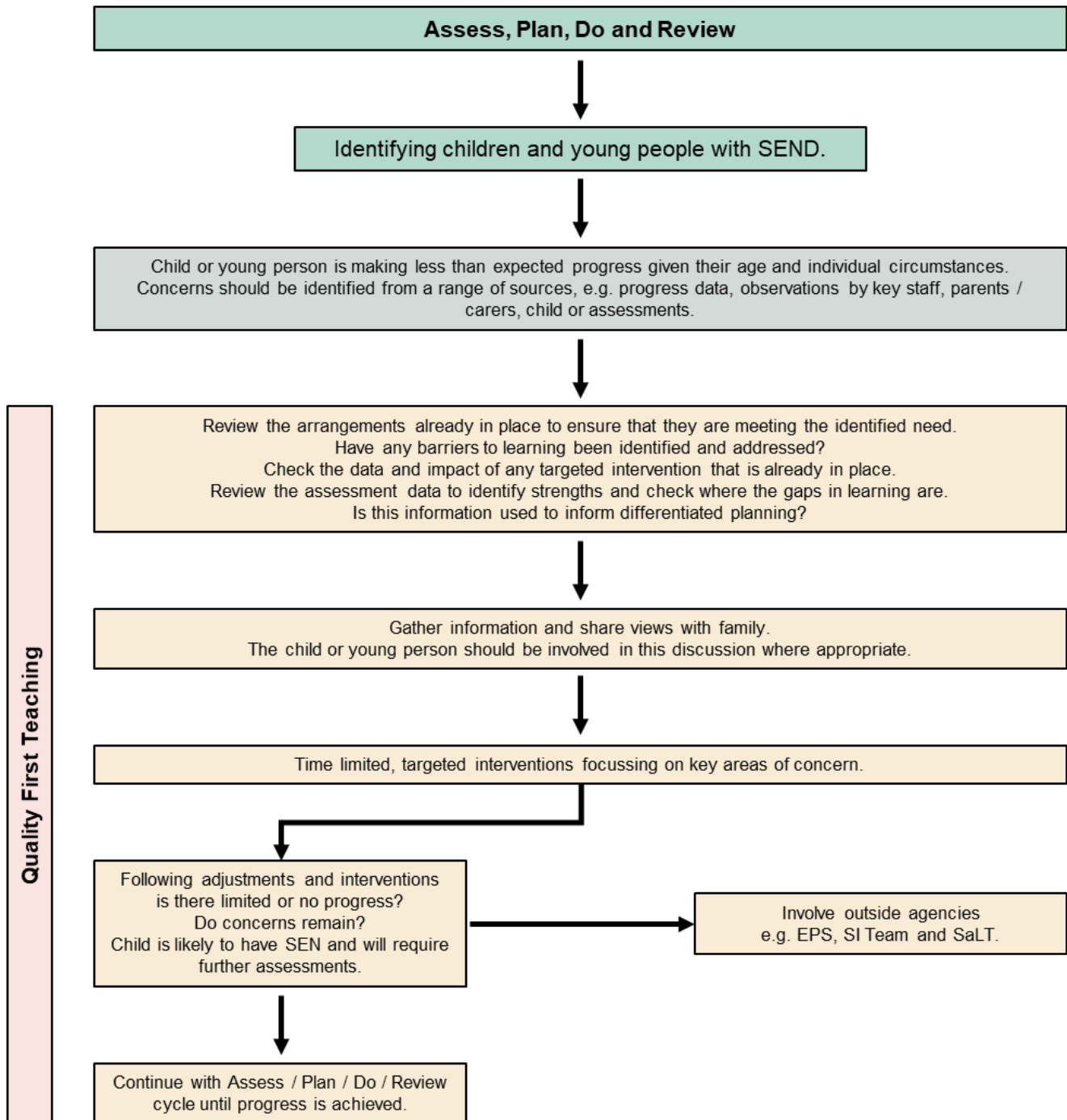
Key responsibilities for parents/carers may include:

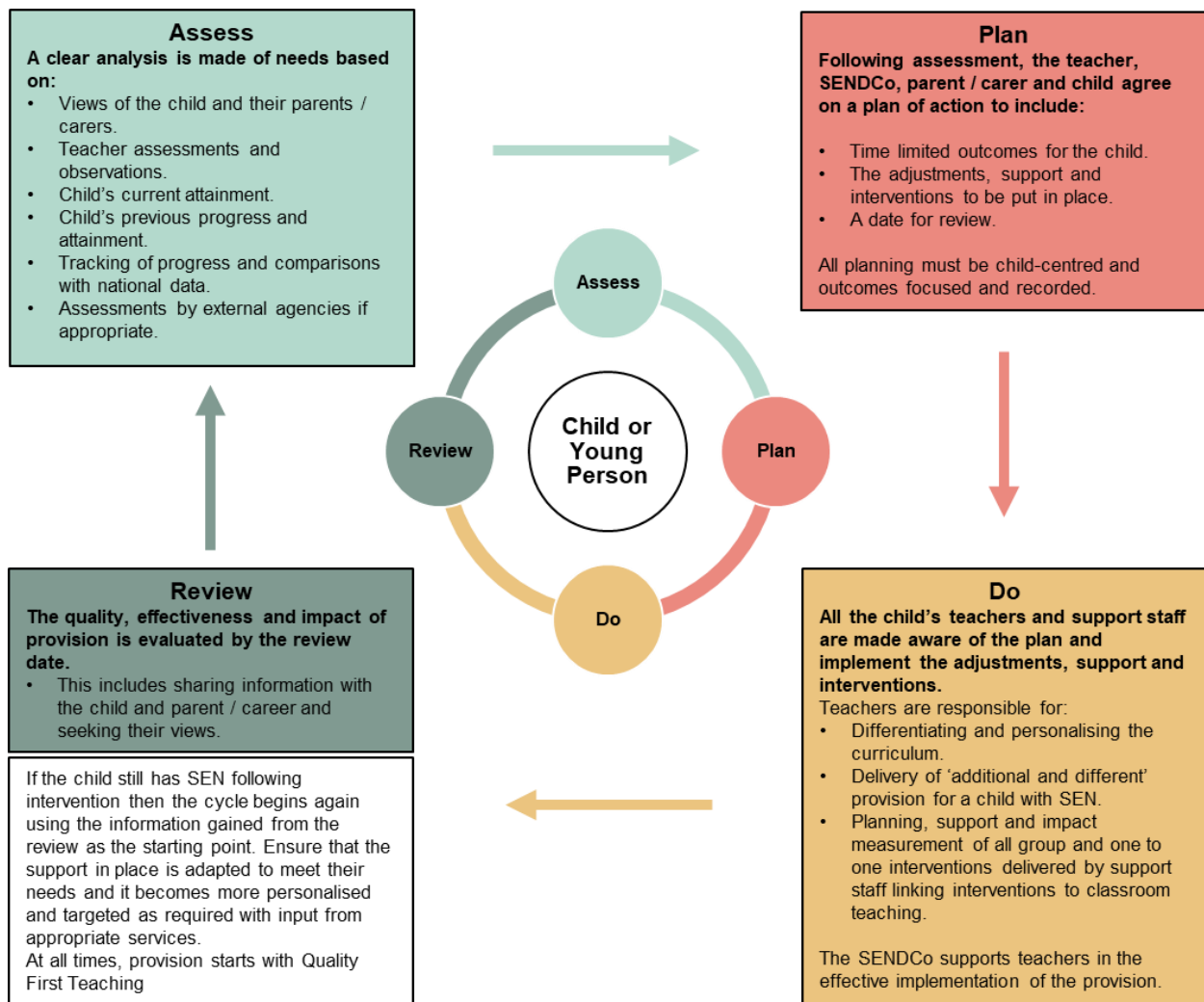
- Trying to understand the needs of the child with respect to SEND.
- Knowing who the class teacher, support staff, the school SENDCo is within the child's school.
- Working with school staff and outside agencies to support the child's SEND needs.
- Being aware of the SEND policy within the school.
- Attending all meetings, where possible.
- Maximising school attendance.
- Engaging with outside services.

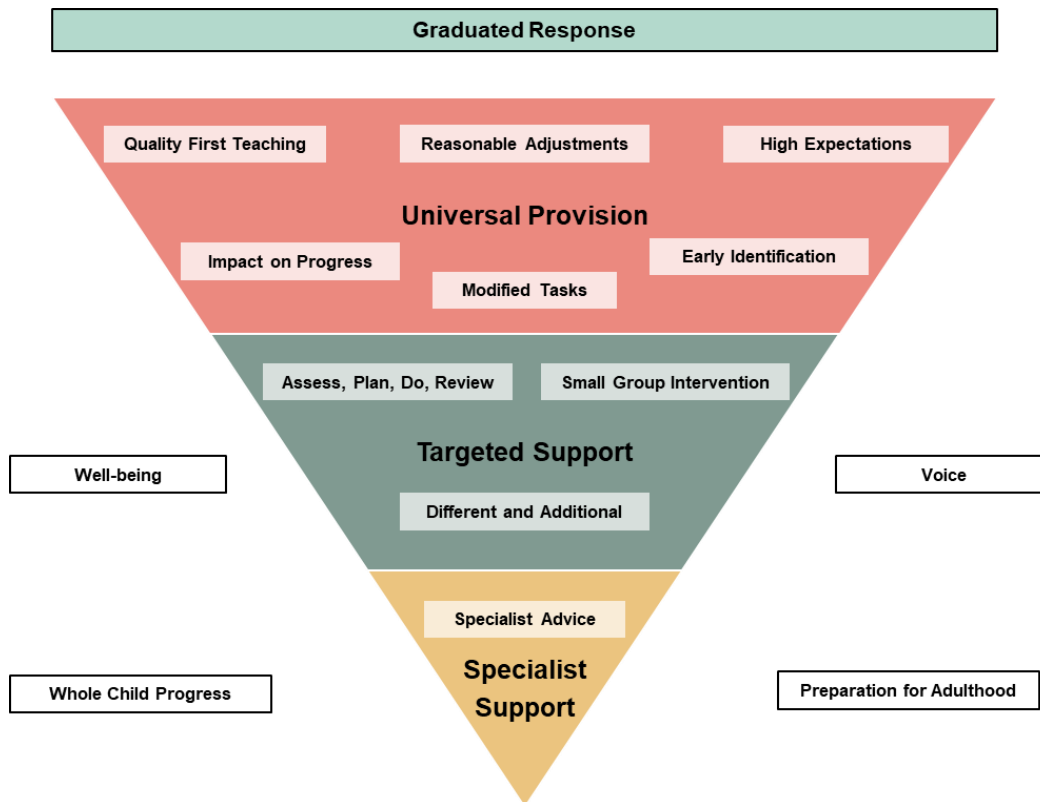
11. Graduated approach

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good personal progress and securing good personal outcomes. This is known as the graduated approach.

Graduated approach involves the following processes:







All recording of plans and assessments is completed and compliant with the JMAT GDPR policy.

Within the Trust, schools will endeavour to use the following graduated response in providing support for children:

12. Universal provision

For children and young people as part of Quality First Teaching. The class/subject teacher is accountable for the progress of the children and young people within the class. Curriculum tasks should be adapted as required. All reasonable adjustments should be made to ensure successful inclusive education.

13. Targeted support

Additional time limited provision in the form of small group intervention to support personal progress and enable children to work at/towards age related expectations.

14. Individualised / specific support

Additional provision is required to enhance the personal progress of identified children where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress.

15. Education Health Care (EHC) Plan

Where a child's progress continues to be a concern under formal support, a request can be made to the Local Authority which may result in an Educational Health Care Plan- <https://www.rotherhamsendlocaloffer.org.uk/education-and-health-care-plans/> . These plans are statutorily reviewed annually in conjunction with the Local Authority. The SEND support plan, part of the support structure of (EHC) will continue to be reviewed termly.

All support plans whether SEND or EHC must be reviewed and amended in sufficient time prior to children moving between key phases of education.

16. Monitoring and review

This policy is reviewed annually in July by the Strategic Lead for SEND and Inclusion. Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT academy website.

17. Document history

Previous versions now deleted from system

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	• Section 6 – removal of governor responsibilities. • Change of title – addition of ‘A graduated response’

Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee