

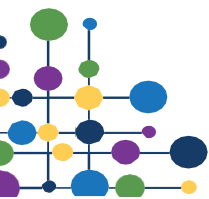


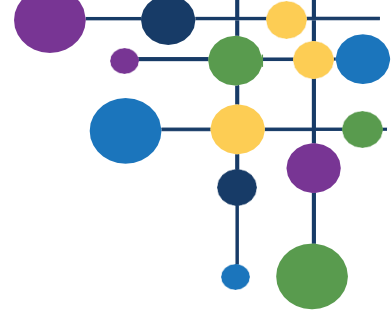
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

TEMPLATE FOR SHARE ACADEMIES
INDIVIDUAL ACADEMY SEND POLICIES CAN BE FOUND ON ACADEMY WEBSITES

MAT Version	2.0
Name of policy writer	Matthew Burton
Last review date	September 2023
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Approved by Trustees	8 th October 2024

Schedule of amendments:
V2.0 – updating wording in introduction and philosophy and updated information about Kirklees LA 'cluster' model





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1. Introduction and purpose

Every teacher is a teacher of Special Educational Needs or Disabilities (SEND) and every leader is a leader of SEND. Our challenge is to recognise and then to support the needs of all the students in our care. All students have the right to receive high quality teaching. Support will be tailored for each pupil, such that they leave a SHARE academy fully equipped with life skills, experiences and outcomes to have a happy and successful future into adult life.

This policy should be read in conjunction with other complementary policies on the curriculum, behaviour, safeguarding and equal opportunities, and guidance on assessment, recording and reporting. The accessibility plan is an integral part of this policy.

This policy has been written in line with the SEND Code of Practice (2014) and Kirklees LA guidelines and the rights and duties introduced by the Equality Act 2010.

Code of Practice principles

We work closely with the local authority to identify and meet pupils' needs. Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating





as fully as possible in decisions

- Parents/Carers being provided with the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents/carers, in order to facilitate the development of the child.

This policy was developed by a working group comprising of representatives from both primary and secondary phases and from a range of roles within academies. The policy is intended to reflect the ethos, practice and aspirations of the whole multi-academy trust and reinforce its commitment to supporting all students who have special educational needs. It is designed to be a working reference document as well as a statement of intent. It is accessible, and important, to all stakeholders of the multi-academy trust.

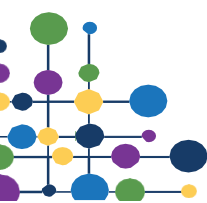
2. SHARE multi-academy trust's SEND Philosophy

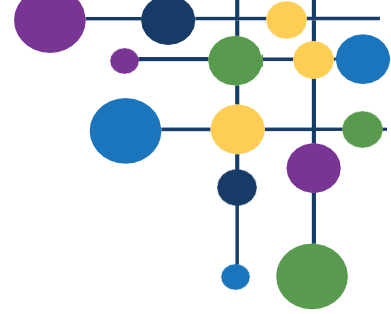
The core values of SHARE multi-academy trust are 'valuing people, supporting personal best'. This drives our commitment to all pupils, especially those with additional needs, and at [Academy name].

At SHARE multi-academy, we believe that:

- All students have the right to receive high quality teaching
- All our students have the right to a broad curriculum that sets out high expectations, encourages independence and supports students to achieve their personal best
- Every teacher is a teacher of SEND
- Everyone in [Academy name] has a responsibility to ensure that students with SEND have their needs recognised and supported fully
- It is important to develop a community based on collaboration which includes students, teachers, leaders, families and professional and external agencies
- All students are valued equally and offered the best education possible regardless of race, age, gender, social background, disability or ability
- All students have different needs
- Students' needs will be provided for effectively, as a natural part of the planned life of the Academy, by offering a broad, well-balanced curriculum which is skilfully implemented by teachers and matched to need appropriately.

We are highly ambitious for all our students with SEND, and we strive to provide a consistent and systematic approach to special educational needs, which is characterised by features such as:

- An inclusive environment in all classrooms with equality of opportunity
 - A recognition that all teachers are responsible for meeting their students' special educational needs
 - An ethos which combines a culture of praise, recognition of achievement and success within a disciplined and caring environment
 - A variety of approaches to implementing the curriculum which incorporate differentiation and develop students' academic confidence and self-esteem
 - Early identification, assessment and intervention as part of a structured, systematic process of support
 - Recording and regularly reviewing students' progress and needs to ensure high expectations for all so that students with SEND reach their full potential
 - The integration of SEND students into all aspects of Academy life
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- Involving **students** with SEND and their parents/carers in discussions about their provision and their future
- **PRIMARY ONLY** Helping **students** with SEND to transition successfully to secondary education
- **SECONDARY ONLY** Helping **students** with SEND to transition successfully to the next stage of education, employment and/or training.

3. Legislation and guidance

This policy fulfils the requirements of [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 [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 the SHARE multi-academy trust funding agreement and articles of association.

4. Definition of SEND

A child or young person has **special educational needs** and/or **disabilities** if they have a learning difficulty and/or a disability that means they need special health and education support. This is a term that is shortened to 'SEND'.

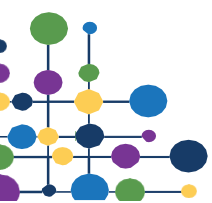
The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

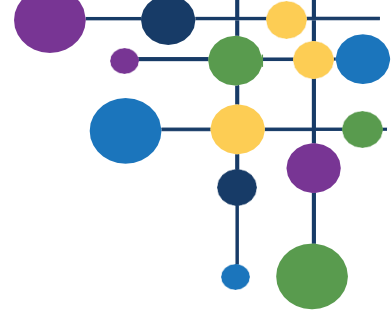
A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.
- Has greater needs than most of their peers for support with their social and emotional, mental health and wellbeing.

A child does not necessarily have a learning difficulty if:

- They are working towards age related expectation in some or most of their subjects
- They have gaps in their learning due to environment factors such as poor attendance
 - The language of the home is different from the language in which he or she is or will be taught





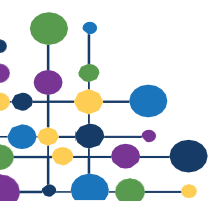
- Behaviour which does not meet the expectations of the academy is prevalent
- This is diagnosed purely from a parents' perspective.

At SHARE multi-academy trust, Special Educational Provision means: *educational provision which is additional to, or otherwise different from, the Quality First Teaching provision made generally for children of the child's age in maintained schools, other than special schools, in the area.*

The Code of Practice groups the areas of need in which students may experience difficulties into four categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory, Physical and/or Medical.

AREA OF NEED	
Communication and interaction	<p>Students 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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.





AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • 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. <p>These needs can manifest in many ways, including (but not limited to):</p> <ul style="list-style-type: none"> • Challenging, disruptive or disturbing behaviour • The student becoming withdrawn or isolated.
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Under the Equality Act 2010 a person has a disability if he or she has a *physical or mental impairment which has a substantial and long-lasting, adverse effect on their ability to carry out normal day-to-day activities.*

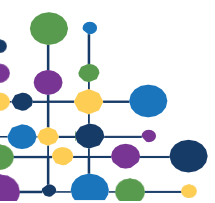
The legislation for **students** with special educational needs does not specifically address the needs of able **students**. However, it is important that we recognise that able students also have very particular needs.

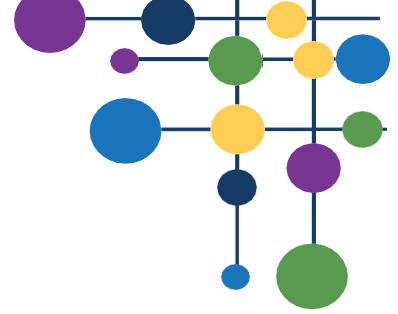
5. Identification of SEND

SHARE multi-academy trust believes that early identification of need is crucial in ensuring that students can achieve their personal best and in future be successful adults.

The SEND Code of Practice states that:

- *High quality teaching that is differentiated and personalised will meet the 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. ... Special educational provision is underpinned by high quality teaching and is compromised by anything less.*



- 
- *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

Quality First Teaching consists of:

- Highly focused curriculum and lesson design with clearly identified 'golden knowledge'
- Opportunities for students to recall previously learned knowledge to deepen understanding
- High demands of **students'** involvement and engagement with their learning
- High levels of interaction for all **students**
- Appropriate use of teacher questioning, modelling and explaining
- High levels of engagement with **students from the teacher, giving ongoing feedback and dynamically assessing progress**
- An expectation that **students** will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate **students**.

The classroom teacher should:

- **Have high aspirations for every student:** Set clear progress targets for **students** and be clear about how a full range of resources are going to be used to help reach these
- **Focus on outcomes for the young person:** Be clear about the outcome wanted from any SEND support
- **Be responsible for meeting special educational needs:** Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to improvement to the quality of education for **students** with SEND
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Any concerns expressed by any adult having contact with the child - parents, teachers, support staff, health or social services professionals - should be passed to the SENDCO by **INSERT METHOD OF REFERRAL IN INDIVIDUAL SCHOOL HERE**.

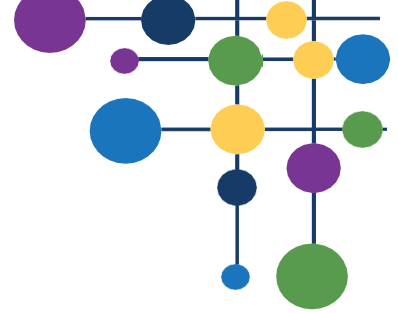
Classroom and subject teachers and support staff are at the heart of the SEND support system and are most equipped at identifying an initial need or concern.

At [**Academy name**], each student is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects - *This will build on information from previous settings and Key Stages, where appropriate*
- Reading age/ability
- Spelling age/ability
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these
- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these.

If a child arrives at the Academy and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

- SDQ assessment
 - Boxall profile
 - Lucid Exact

- 
- CoPS
 - Dyslexia Screener
 - SNAP Profiles - SPLD (Specific Learning Difficulties) and Behaviour
 - Sensory Audits
 - Bradford online tool kit
 - Handwriting assessment
 - Phonics screening check

All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all **students** and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions.

This may include progress in areas other than attainment, for example, wider development or social needs.

In-year transfers for students with SEND

If a **student** with SEND starts at **[Academy name]**, the parents/carers will be invited to meet with the SENDCO and, if needed, visit(s) to the school will be organised to support the transition. The Academy will work in a multi-agency way to ensure that as much relevant information is available to all staff before the student starts, so support can be put in place as early as possible. This is especially important if:

- Their previous setting has already identified that they have SEND
- They have a My Support Plan/equivalent from previous local authority
- They are known to external agencies
- They have an education, health and care plan (EHCP).

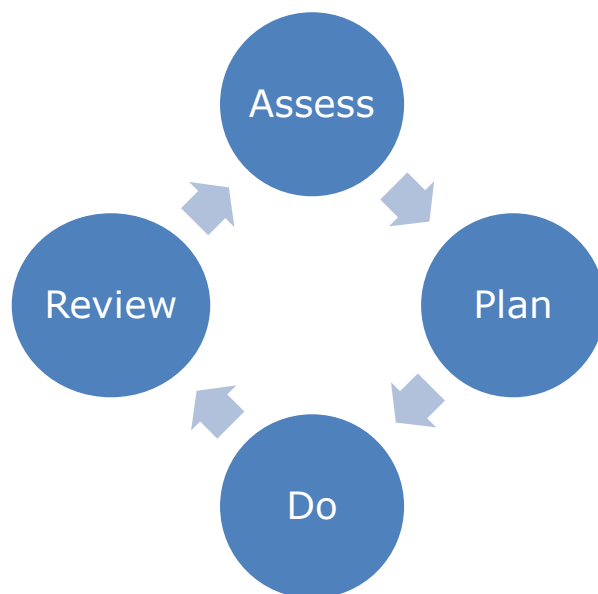
6. Supporting students with SEND

SEND Graduated Response

[Academy name] operates a graduated response to SEND needs, to ensure that all **students'** needs are met in a way which allows them to benefit from a full curriculum and supports them in an appropriate way. Once a **student** has been identified as having SEND, staff will take action to remove any barriers to learning, and put effective special educational provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The graduated response employs the model below:



1. Assess

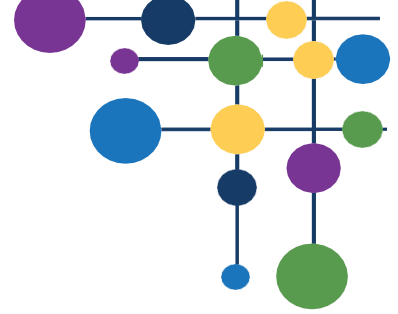
- Teacher and the SENDCO carry out a clear analysis of the **student's** needs.
- Teacher and the SENDCO carry out reviews (minimum termly) of the pupils and previous targets/outcomes.
- Views of the student and their parents/carers will be taken into account.
- The school may also seek advice from external support services.
- The assessment will be reviewed every term as a minimum in order to make sure that the support in place is matched to the student's need.

2. Plan

- In consultation with the parents and the **student**, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place, alongside the expected outcomes, and a clear date for review.
- All staff who work with the **student** will be made aware of the **student's** needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in Arbor and will be made accessible to staff in a **Pupil passport/individual education plan /school-based support plan**.
- Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

- The **student's** class or subject teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the **student**. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

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- The SENCO will support the teacher and support staff in further assessing the **student's** particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

- The effectiveness of the support and interventions in relation to targets set and their impact on the **student's** progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - The views of the parents and **student**
 - The level of progress the **student** has made towards their outcomes
 - The views of teaching staff who work with the **student**.
- The teacher and the SENDCO will revise the outcomes and support in light of the **student's** progress and development, and in consultation with the **student** and their parents/carers.

Levels of support

School-based SEND provision

Any **student** receiving SEND provision will be placed on the Academy's SEND register and will have a **Pupil Passport/ANP/IEP**, My Support Plan or EHCP in place to identify their additional over and above quality first teaching.

SEND L (DELETE IF NOT APPLICABLE)

School-based support/ANP/IEP/SEND K

- For **students** who need support over and above Quality First Teaching in order to make progress.
- Determines special education instructions that sets out targets and strategies to help the **student** learn.
- On the census **students** will be marked with the code K.

My Support Plans

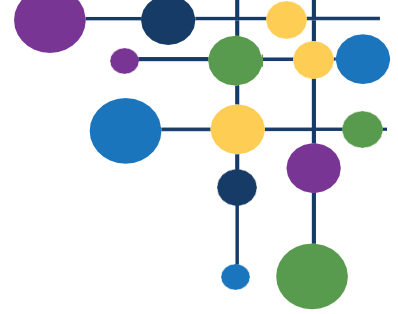
- Many **students** have needs that can be met by the school through the graduated approach. Where the **student's** needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- The provision for these pupils is funded through the Academy's notional SEND budget.
- On the census these **students** will be marked with the code K.

Kirklees Local Authority 'cluster' model

In order to more effectively support high-needs students, Kirklees local authority operates a 'cluster' model.

These clusters:

- Are arranged geographically, to help deliver effective support for students and families who require it
- Target resource at the highest needs cases as early as possible
- Will mean that additional funding is not solely linked to having an EHCP (detailed below)

- 
- Will be surrounded by a team of professionals including early support co-ordinators and educational psychologists

All SHARE MAT academies take an active role in participating in these clusters.

Education, health and care (EHC) plan

- **Students** who need more support than is available through the academy's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the **student**, the provision that will be put in place, and the outcomes sought.
- The provision for these **students** will be funded from the Academy's notional SEND budget, and potentially from the Local Authority (from the high-level needs funding block of the dedicated schools grant).
- On the census these **students** will be marked with the code E

When staff identify an area where a **student** is making slow progress, they will target the **student's** area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will make a referral to the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a **student** is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the **student** needs special educational provision, staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. These will be used to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed.

7. Links with professional external agencies

SHARE Multi-Academy Trust recognises that its academies will not be able to meet all the needs of every **student** through the internal offer. Whenever necessary [Academy name] will work with external support services such as **(INDIVIDUAL ACADEMIES TO DELETE/ADD AS APPROPRIATE)**:

- Speech and language therapists (SALT)
- Specialist teachers or support services (through Kirklees outreach)
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services (initially through Kirklees Duty and Advice).

8. Personal Development for **students** with SEND

Personal development – the development of knowledge and skills which equip students

with the capabilities to thrive in the challenges of modern day Britain – is important for all. However, at [Academy name] we understand that, for students with SEND, this can be more challenging.

In order to ensure that students who leave [Academy name] are able to confidently navigate the challenges of life in modern Britain, adaptations, additions and adjustments to the personal development (PD) curriculum are made. These are outlined below **(INDIVIDUAL ACADEMIES TO DELETE/ADD AS APPROPRIATE):**

- One-to-one mentoring, coaching and counselling
- Small group sessions targeting specific gaps in knowledge or misconceptions
- Bespoke support from The Base (drug and alcohol support service)
- Dedicated mentoring time for EHCP students to work on life skills
- Boxing coaching and mentoring
- Thriving Kirklees referrals (mental health and emotional support).

9. Organisation of Special Educational Needs

Roles and Responsibilities

All SHARE Academies recognise that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole and is everyone's responsibility.

The Board of Trustees of SHARE multi-academy trust

The Board of Trustees 'should make sure that their trust complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does. Schools with a religious character have statutory exemptions.

Our board of trustees will:

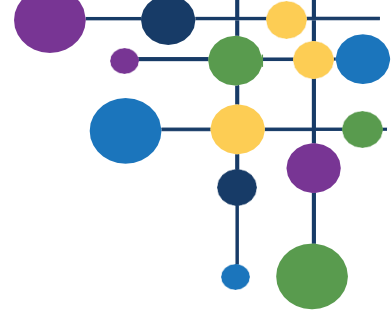
- Review and adopt this SEN policy template, checking that it meets statutory requirements
- Receive reports and evaluate full range of evidence, to ensure the needs of pupils with SEND are being met well
- Ensure adequate resources, including staffing, and training are allocated to support pupils with SEND
- Ensure the needs of pupils with SEND are sufficiently prioritised in the trust's overall strategic priorities
- Challenge trust leaders where performance could be better.

The Equality Act 2010 and schools

The local governing body of [Academy name]

The local governing body should, 'in co-operation with the Headteacher, adopt the trust policy and amend it to suit the local academy's setting. They will scrutinise the effectiveness of provision for pupils with SEND and challenge local leaders where necessary. They may flag particular concerns to the board or the CEO.

SEND Code of Practice 1.39



The Trustee Board/Governing Body must ensure:

- The strategic development of the SEND policy
- The necessary provision is made for any **student** with SEND
- All staff are aware of the need to identify and provide for **students** with SEND
- Students with SEND join in school activities alongside other **students**, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They have regard to the requirements of the SEND Code of Practice (2015)
- Parents are notified if the Academy decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in the Academy's ongoing self-evaluation
- They set up appropriate staffing and funding arrangements, and oversee the Academy's work for **students** with SEND
- They, and the Academy as a whole, are involved in the development and monitoring of this policy
- That SEND provision is an integral part of the Academy development plan
- That the quality of SEND provision is regularly monitored.

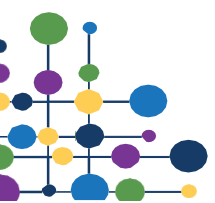
The Headteacher has responsibility for:

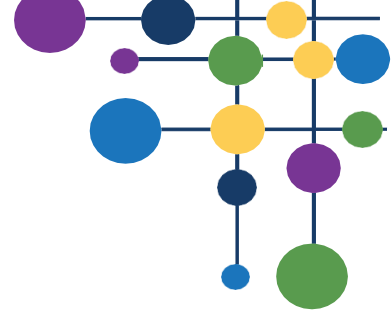
- The management aspects of the Academy's work, including provision for **students** with SEND
- Regularly providing information to the local governing body regarding SEND issues
- Working closely with the SEND team within the school
- Ensuring that the implementation of this policy and the impact of inclusion policies on the Academy as a whole are monitored and reported to governors.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator's (afterwards referred to as the SENDCO) role is to underpin the work of all areas of study and this is reflected in their teaching load. At **[Academy name]** there **is/are number of** fully qualified SENDCOs who work collaboratively. The SENDCOs will be responsible for:

- The day-to-day operation of this policy
- Co-ordinating provision for students with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising fellow teachers
- Helping staff to identify **students** with special educational needs
- Carrying out assessments and observations of **students** with specific learning difficulties
- supporting teachers in devising strategies and drawing up **Pupil Passports/Student Passports/IEPs**
- Liaising with parents of **students** with special educational needs
- Liaising with external agencies including the LA's support and educational psychology service, the CK Careers Service PA, health and social services and voluntary bodies
 - Overseeing the records on all students with special educational needs





- Assisting in the monitoring and evaluation of progress of students with special educational needs through the use of existing Academy assessment information
- Contributing to the in-service training of teaching and support staff
- Managing the SEND team
- Liaising with the SENDCOs of feeder schools
- Attend LA in-service training as appropriate
- Advising on the graduated approach to providing SEND support
- Liaising with designated teachers for LAC with SEND
- Liaising with the Designated Safeguarding Lead.

All Teaching Staff and Support Assistants/Educational Teaching Assistants/Support Staff/Classroom Support Assistants are responsible for:

- To identify the Special Educational Needs and Disabilities of individual children
- To know which **students** in their class are on the SEND register and at what stage
- To contribute to the reviews/meetings with parents (and child if appropriate) at least three times a year.
- To actively review ANPs and MSP and monitor progress against targets
- Implementing and adapting the curriculum in order for SEND students to access knowledge at the highest possible levels
- Creating an inclusive classroom for **students** with SEND that develops independence
- Making themselves aware of this policy and the procedures for identifying, assessing and making provision for **students** with special educational needs and/or disabilities
- Providing high quality feedback to parents of **students** with SEND.

10. Monitoring and Evaluation of SEND

Our quality assurance (QA) cycle is embedded into SHARE academies as routine. It is a continual cycle of review aimed at improving the provision and outcomes for all **students**, including those with SEND. The views expressed from parents/carer(s) and **students** will be reflected within this process.

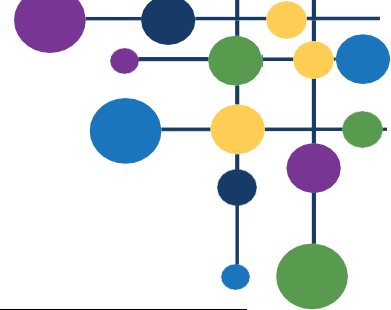
This includes, but is not limited to:

- Classroom observations of teachers
- Observations of **students** with SEND and the impact of their support
- Analysis of the work completed by **students** with SEND
- **Student** voice
- Staff voice
- Parent/Carer voice.

When assessing the SEND provision in [**Academy name**], the views from all parties (including external agencies), monitoring data and any other available information will be used to inform the assessment of the area. A summary will be shared with the Governing Body to discuss the effectiveness of the SEND provision in school. This will be used to identify areas to develop and to formulate the key goals for the development plan for SEND.



Timescales for reviewing of SEND documentation



Increasing level of need and formal monitoring

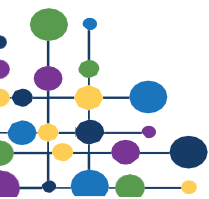
SEND category	Supporting documentation	Review frequency
SEND L	N/A	Ongoing monitoring through input from QA activities, parents/carers and teachers
SEND K	Additional Needs Plans (ANPs)/Pupil Passports/Individual Support Plans (ISPs)	On a <i>daily/weekly/half termly</i> basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers termly
SEND K	My Support Plans (MSPs)	Reviewed <i>termly</i> with all the relevant professionals, parents and the student
SEND E	Education Health and Care Plans (EHCPs)	<i>Informally reviewed termly</i> with relevant professionals
		<i>Formally reviewed annually</i> as part of the annual review with parents/carers, student and staff views
		Emergency (or interim) reviews of both My Support Plans and EHCPs can be conducted in light of circumstances which occur in school or if circumstances change significantly. This can be requested by either the parent/carer or key Academy staff

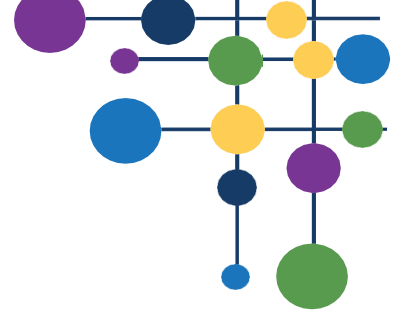
11. Staff training for SEND

A key component in ensuring that students with SEND are successful at [Academy name] is ensuring that staff in the Academy are equipped with the appropriate knowledge and skills to be able to skilfully support them.

This includes, but is not limited to, the following:

- National updates to SEND legislation
- Local updates pertaining to the SEND local offer
- Updates on internal systems, procedures and protocols linked to monitoring students with SEND
 - Key updates on individual **students**



- 
- Sharing of best practice by external experts
 - Sharing of best practice from SHARE and [Academy name] colleagues.

Ensuring that **students** who are disadvantaged – including those with SEND – is a key priority for the whole multi-academy trust’s development plan and it is therefore a priority at [Academy name].

Training, through continuing professional development (CPD), at [Academy name] is planned and sequenced and follows a programme which supports building knowledge for staff against the Academy’s priorities.

CPD can include formats such as:

- After school training sessions
- Best practice morning briefings
- INSET days
- Online webinars
- External courses
- National Professional Qualifications (NPQs)
- Early Career Teacher (ECT) Framework
- SHARE multi-academy trust departmental meetings
- Coaching
- Mentoring.

Broadly, at [Academy name], the training programme is planned as follows:

- Weekly CPD session
- Weekly briefings with updates on individual students with SEND
- SEND bulletin provided to all staff.

Training will regularly be provided to teaching and support staff. Leaders at all levels and the SENDCO will continuously use QA to monitor provision for **students** with SEND to identify any staff who have specific training needs.

These needs will either be incorporated this into the Academy’s plan for CPD if they are a broad need, but colleagues will be supported individually if it is more attuned to their individual practice.

12. Admission and accessibility arrangements

Admissions into all SHARE academies are managed by Kirklees Local Authority’s School Admissions service. As such, protocols for admissions for all students, including those with SEND, can be found [here](#).