EducationIMPACT Academy Trust

Special educational needs and disabilities (SEND) policy

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Review Date:	**This policy will be reviewed annually**
Approved/Ratified by:	Trust Board, July 2026

Mayfield School · Queensbury School · Wilson Stuart School A Special Academy · The Hive College

1. Statement of intent

Education Impact Academy Trust (EIAT) promotes inclusion for all of our students, whatever their additional needs are.

The Education Impact Academy Trust (EIAT) SEND Policy contributes to a clear and shared vison of our purpose in learning which enables the establishment to effectively meet the needs of all students in the fulfilment of our aim to welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practice, so that we may:

- prepare students for their future lives
- enable students to be happy, successful and keen to learn
- provide our students with a variety of quality educational experiences in all aspects of life
- enable students to develop effective communication skills, in order to express thoughts, feelings and choices
- provide a safe and happy environment in which students can work towards
- achieving their best
- enable students to build in confidence, develop self-esteem, self-reliance and make informed choices
- offer a range of curriculum pathways that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all students
- encourage the development of good social skills, so that students are able to develop friendships and become sensitive to the feelings and needs of others
- develop the moral, cultural and spiritual awareness of all students including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE Special educational needs and disability code of practice: 0 to 25 years
- DfE Supporting students with medical conditions
- DfE Working Together to Safeguard Children
- DfE Mental health and wellbeing provision in Schools
- DfE School Admissions Code
- DfE Keeping children safe in education
- Equality and Human Rights Commission Reasonable adjustments for disabled students

3. Objectives

The specific objectives within our SEND policy focus upon:

- working with all our students in partnership with other agencies, to ensure that needs are met, and learning is maximised
- ensuring that students at EIAT join in with all the activities of the establishment, to the greatest degree possible (with reference to an individual's particular need)
- ensuring that all learners make the best possible progress
- preparing learners for adulthood through the development of communication, independence, employability, community participation, self-advocacy and wellbeing
- ensuring that we work closely with parents/carers as partners, to ensure that there is effective communication and a sharing of information between parents and establishment
- ensuring that learners, parents and carers are active partners in planning, reviewing and evaluating provision through person-centred approaches
- ensuring that all learners at EIAT are taught to express their views and are fully involved in decisions which affect their education
- promoting a range of effective partnerships and involving outside agencies and the wider community.

4. Admissions

The Executive Headteacher/Principal works within the Local Authority admissions criteria for admissions into Special Schools/settings. We do not discriminate against students with special education needs or disabilities. Our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014.

Admissions to our establishments can only occur through close liaison with the SENAR Team at the local authority.

Students will be admitted to EIAT subject to the following conditions:

i) the establishment is suitable for the age, ability, aptitude or SEN of the child or young person concerned

ii) the attendance of the child or young person at EIAT would be compatible with the provision of efficient education of others at the establishment

iii) where the Education, Health and Care Plan (EHCP) names, or is proposed to name, one of the EIAT's establishments following consultation with the Local Authority.

iv) parents or carers request admission of a pupil at EIAT and it is agreed with by SENAR A Tribunal Panel agrees to the admission.

Learners attending one of EIAT's specialist establishments have a range of special educational needs and disabilities identified within their EHCPs.

5. Education Health and Care Plans (EHCPs)

EHCPs are central to the planning, delivery and review of provision across EIAT. Staff use EHCP outcomes to inform curriculum planning, target setting and provision. Progress towards outcomes is monitored throughout the year and reviewed through statutory annual review processes.

6. Provision that is available to all

All students have their 'small learning steps' recorded. These targets are typically written by the class teacher in liaison with SLT, whenever needed. Targets are written in consultation with students, parents/carers and teaching assistants.

The targets for the student and will detail:

- the short-term targets set for, or by, the student
- when the plan is to be reviewed

Targets will be reviewed each term, and the outcomes will be recorded. Students will participate fully in the review process where possible. Parents/carers will also be invited to participate in the target-setting and review process.

Provision is reviewed through ongoing assessment, annual reviews, multidisciplinary meetings and discussions with families and learners. Where appropriate, support may include specialist communication approaches, assistive technology, sensory provision, therapeutic interventions, independence programmes and positive behaviour support

Preparation for Adulthood from Year 9 onwards, focusing on employment, independent living, community participation and good health. The establishment will liaise with other agencies, to arrange Transition Plans in Year 9, and ensure that Transition Plans are thereafter reviewed annually as part of the Annual Review/ EHC Plan process. When students move to another provision, their records will be transferred to the next establishment within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

Where specialist services or specialised interventions are needed, we provide nurture and focus areas for individuals and/or groups of young people. This is done alongside the expertise of individuals already within the establishment's staff, or with close liaison with other professionals linked to EIAT.

7. Facilities at EIAT

Across EIAT facilities include:

- Hydrotherapy pool
- Multi-sensory rooms enhancing the education of students by providing a safe space for creative, sensory and exploratory learning
- Library 'Book

- Technologies including pupil i-Pads, eye gaze, and interactive whiteboards. Technical resources include computers, laptops and interactive plasma screens, interactive projectors, video and digital cameras, and recording and editing equipment.
- EIAT owns a fleet of vehicles, some of which have tail-lifts and tracking to ensure accessible and secure transport for all.
- Specialist seating, tables, physiotherapy equipment and hoists are provided to meet physical needs

In addition, Our Pastoral Teams work closely with families to ensure that barriers to attendance and learning can be removed and work in the provision as well as visiting families in their homes.

8. Behaviour and SEN

We closely monitor and track student behaviour within EIAT. Students have behaviour management strategies and protocols appropriate to any particular behavioural needs. This serves to minimise the impact negative behaviour can have upon learning and ensures that all members of the establishment community feel empowered to act positively. We follow and train in 'Team Teach', a whole school approach to positive behaviour management, which discourages restrictive physical intervention in all but the most serious or extreme cases in which a student poses a risk to themselves or others.

9. Equal Opportunities

At EIAT we believe in the moral, as well as the legal entitlement, of all students and staff to have equality of access to teaching, learning, resources and opportunities, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (please see Equal Opportunities Policy). In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans are differentiated to meet the needs of all students and will reflect and celebrate worldwide cultures as well as those of the local community.

10. SEND Policy and Safeguarding

EIAT ensures strong safeguarding practices in its establishments. As a Specialist MAT, we are aware that the young people who attend EIAT may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge.

11. Further Information

The EIAT complaint procedures is available on the EIAT website. Establishments will work closely with parents/carers at all stages in a young person's education and should be the first port of call in case of any difficulty.

EIAT will provide information about support to all parents/carers of students with special educational needs. All of our parents/carers can have access to the support afforded to them through liaison with the Local Authority for independent support and advice or other organisations such as SENDIASS.