Three Spires TRUST

'Life in all its fullness'

Special Educational Needs and Disabilities (SEND) Policy

Policy owner	Strategic Lead for Inclusion
Approved by	Trust Board
Approval date	August 2026
Review date	August 2027

Policy Version Control

Version	Date	Author	Changes
1.0	September 2026	Strategic Lead for Inclusion	Original Policy

1 Aims

1.1 All academies within the Trust share common values and an ethos that recognises each child as unique. The trust's Christian values of 'transform, serve and thrive' are at the heart of all academies' work. Each academy sets out its own Christian vision with its own values that are aligned to those of the trust. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.2 Each academy within Three Spires Trust shall ensure that:

- Pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parent/carers and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
- It has a special educational needs co-ordinator (SENCo) who meets the requirements set out in the Children and Families Act 2014. The SENCo will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCo and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
- Children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

1.4 This policy also has regard to:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination.
- The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
- Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (2026).

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

2.4 The academy operates a graduated approach to SEND support, comprising four stages:

2.4.1 Quality First Teaching: All pupils receive high-quality, differentiated and adaptive teaching that meets the needs of all learners. This includes differentiated learning objectives, activities, and outcomes; flexible grouping arrangements; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations.

2.4.2 SEN Support: Additional or different provision for pupils who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; modified curriculum access; and regular monitoring and review (minimum termly).

2.4.3 Specialist Support: Involvement of external professionals to provide specialist assessment, advice, or intervention. This may include educational psychologist assessment; speech and language therapy; occupational therapy; and specialist teaching services.

2.4.4 Education, Health and Care Plan (EHCP): Statutory provision for pupils with the most complex needs requiring coordinated support across education, health, and social care.

3 Roles & responsibilities

SEND contacts at Three Spires Trust		
Role	Name	Contact email address
Strategic Lead for Inclusion	Sarah Milne	tstinclusion@threespirestrust.org
NPQ SENCo facilitator	Tom Barradas-Lingard	*Contact via cgreenway@threespirestrust.org*
SEND outreach worker *Secondment until end Dec 26*	Deb Cooke	d.cooke@threespirestrust.org
SEND trustee	Helen Robertson	hrobertson@threespirestrust.org

Individual academy contacts				
Name of academy	Local Authority	SENCo and contact details	Name of Deputy / Assistant SENCos	SEND Governor
Hanley St Luke's Church of England Academy	Stoke-on-Trent	Mrs Emma Barlow ebarlow@hanleystlukes.com	(A) Mrs Emma Jennings (A) Ms Tavonne Johns	Heather Emery via clerk@threespirestrust.org
St Giles' and St Georges' Church of England Primary Academy	Stafford-shire	Mrs Louise Fry lfry@stgg.org.uk	(A) Mrs Emma Alcock	Rebecca Penny rpenny.governor@threespirestrust.org
St Michael's Church of England Primary Academy	Wolver-hampton	Miss Amii Peers apeers@stmichaelsceprimary.co.uk		Linda Guest lguest.governor@threespirestrust.org
St Peter's Collegiate Academy	Wolver-hampton	Mrs Rebecca Williams rwilliams@stpetersacademy.org.uk	(A) Mrs R Johal	clerk@threespirestrust.org
St Thomas' Church of England Primary Academy	Stafford-shire	Mrs Kerryanne Buggy k.buggy@stthomascofeacademy.org	(D) Mrs Debbie Cooke	Katherine Page kpage.governor@threespirestrust.org

St Regis Church of England Academy, Wolverhampton	Wolver-hampton	Mr Tom Barradas-Lingard tbarradas-lingard@stregisacademy.org	(D) Mr Matt Askin (A) Miss Amelia Bagnall-Muit	Teresa Badger tbadger.governor@threespirestrust.org
The King's Church of England Academy, Kidsgrove	Stafford-shire	Mrs Ashleigh Smith asmith@thekingscofeacademy.org	(D) Mrs Amanda Nevard (A) Mrs Kayleigh Cooper	Hayley Miller hmiller.governor@threespirestrust.org

3.1 The implementation of this policy will be monitored by the trust board and remain under constant review by the trust's Strategic Lead for Inclusion.

- Each academy will appoint a governor with responsibility for SEN. The SEN governor will raise SEN issues at local academy committee meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEND policy and provision.
- The principal or head of school will work with the SENCO to develop the SEN provision within the school. The principal or executive principal has overall responsibility for the provision and progress of learners with SEND.
- The SENCo will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class and will work with the SENCo and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil with SEND.

3.2 The academy will work in partnership with pupils, teachers, parent/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parent/carers of pupils with SEND will be able to discuss the needs of their child with their child's tutor, the progress co-ordinator/head of year or the SENCo.

4 Identification & assessment of SEND

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the academy and this will be used by the SENCo to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings, which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the academy.

4.2 The academy is committed to early identification of SEND through comprehensive transition arrangements with feeder settings; baseline assessments on entry; regular progress monitoring; staff training in SEND identification; and parent/careral and pupil voice mechanisms.

4.3 The assessments taken by pupils upon entry include speech and language screening for all pupils aged between Year 1 and Year 9. Settings use reading and spelling tests as well as mathematics screening tools to establish an academic baseline for each pupil.

4.4 The academy recognises four broad areas of need as defined in the SEN Code of Practice: communication and interaction (including autism spectrum conditions); cognition and learning (including specific learning difficulties); social, emotional and mental health difficulties; and sensory and/or physical needs.

4.5 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by middle and senior leaders. If a pupil has not made expected progress, then interventions will be put in place. If a member of staff identifies a pupil whose special educational needs are not met by the typical differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCo will be informed. Importantly, unless there is need for a second cycle of intervention, it is unlikely that this support would be deemed to be special educational provision.

4.6 At this point information will be gathered. The class teacher will inform the parent/carers about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parent/carers, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A strategy sheet will be drawn up by the SEND team with copies shared with all staff concerned with the pupil's progress.

4.7 If a parent/carer refers their child to the academy as they believe their child has special educational needs, they should contact the SENCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with the paragraphs above.

4.8 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. mental health support team, speech and language therapy team) will be completed with the parent/carers' knowledge and information and strategies for support shared with all staff.

4.9 If there are no concerns regarding the pupils' academic progress, then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

4.10 Whenever special educational provision is being made, parent/carers and students will be involved in developing and reviewing support plans/strategies.

4.11 All staff teaching pupils on the SEND register will be made aware of the individual needs. Middle and senior leaders alongside the inclusion team will help teachers when required to develop techniques to support differentiation and adaptive teaching and ensure that appropriate resources are available as part of the academy's professional development programme.

4.12 Where pupils move to a different school or institution, the academy will ensure that all relevant information regarding their special educational needs is sent to the appropriate authority in a timely manner.

5 Reviewing

5.1 All pupils regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEND interventions delivered outside the classroom have specific, measurable, achievable, relevant and time-bound targets (SMART) set to ensure that progress is made. These are recorded using provision maps and through APDR (assess, plan, do, review) cycles of support and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service either within the local authority or the NHS specialist teams.

5.2 Where, despite the academy having taken relevant and purposeful action for at least two cycles of intervention, as set out above, to meet the pupil's needs and they have not made expected progress, the academy may consider requesting an education, health and care needs assessment.

5.3 If a pupil has an education health and care plan an annual review is held in accordance with legal requirements.

5.4 If, as a result of appropriate progress, a pupil is removed from the SEND register, the pupil will continue to be monitored through the academy's structured reporting programme by classteachers as well as middle and senior leaders.

6 Complaints and disputes

6.1 Parent/carers with concerns about SEND provision in school should first discuss concerns with their child's class teacher; arrange a meeting with the SENCo if issues remain unresolved; and meet with the head of school or principal if necessary.

6.2 If informal resolution is unsuccessful, parent/carers may use the academy's formal complaints procedure.

7 Policy links

This policy should be read in conjunction with:

- SEND Information Report (updated annually).
- For Everyone strategy
- Accessibility plan.
- Behaviour policy.
- Supporting pupils with medical conditions policy.
- Data protection policy.
- Complaints policy.
- The Local Authority's local offer: Staffordshire local authority, Stoke-on-Trent local authority, Wolverhampton local authority.