Amplify Education

Special Educational Needs and Disability Policy

Date Created: July 2026
Author (Role Title): Director of Inclusion
Approved By: Education Quality and Standards Committee
Implementation Date: November 2026
Review Date: Autumn 2027

As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment

Date	Page	Change	Purpose of Change
July 2026		New Policy	New over-arching policy for the Trust

Contents

1. Statement of Intent 3
2. Values, Principles and Standards 3
3. Objectives and Scope 4
3.2 Legislative and statutory guidance 4
3.3 Associated policies 4
4. Responsibilities and Accountabilities 5
4.1 Responsibilities of the Trust central team 5
4.2 Responsibilities of the headteacher 5
4.3 Responsibilities of school leadership 5
4.4 Responsibilities of SENCO 5
4.5 Responsibilities of all staff 6
4.6 Responsibilities of each class teacher 6
4.7 Responsibilities of parents 6
4.8 Responsibilities of pupils 6
4.9 Responsibilities of the link governor for SEND 7
5. Definitions 7
5.1 Special Educational Needs 7
5.2 Disability 7
5.3 Areas of Need 7
6. Identification of SEND 8
7. The SEND Register 9
8. A Graduated Approach 10
9. Levels of SEN 11
9.1 SEN Support 11
9.2 Education, Health and Care Plan (EHCP) 11
10. SEN information report 11
11. Partnership with parents/carers 12
12. Transitions 12
13. Professional development 12
14. Complaints 12

1. Statement of Intent

This document sets out the policy for supporting pupils with special educational needs and disabilities (SEND) within Amplify Education (the Trust). In Amplify Education, inclusion and high standards are two sides of the same coin. We place a high emphasis on inclusion and providing a high-quality education for all pupils within our Trust, so that they can all thrive and achieve their potential.

We have high expectations for all pupils with SEND. Our schools create inclusive learning environments which celebrate and support diversity. Schools place each child at the centre of their education, and as such the pupil's voice must be heard in the planning and implementation of any additional provision required. Our schools support pupils with SEND to overcome barriers to learning so that all pupils are able to flourish, thrive and successfully move onto their next steps in life. All schools within Amplify Education will use their best endeavours to secure the special educational provision required by pupils with SEND (Children and Families Act).

The policy has been developed and implemented in consultation with pupils, parents/carers and staff.

2. Values, Principles and Standards

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship.

We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.

We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.

We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 Policy objectives

The specific objectives of this policy are to:

- ensure all schools within Amplify Education fully implement national legislation and guidance regarding pupils with SEND;
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- outline how Amplify Education schools will:
  - work in partnership with pupils, parents/carers, staff and external professionals to enable pupils with SEND to access a high-quality education;
  - enable pupils with SEND to fulfil their aspirations and achieve their potential.

3.2 Legislative and statutory guidance

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

- Education Act 1996
- Education Act 2011
- The Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- DfE (2026) Keeping children safe in education (KCSIE)
- Children's Wellbeing and Schools Act (2026)
- Every Child Achieving and Thriving 2026

3.3 Associated policies

This policy will be implemented in conjunction with the following Trust policies:

- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Needs Policy
- Complaints Policy
- School level Accessibility Plans

4. Responsibilities and Accountabilities

4.1 Responsibilities of the central education team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or being care experienced.
- To ensure the policy is well communicated to all headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the headteacher

- To ensure the implementation of and compliance with the policy and procedures at school level.
- To monitor systems, resources, impact and actions related to the policy.
- To ensure the policy is well communicated, and staff understand their role in its implementation.
- To handle any complaints at school level which arise through this policy.

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates.
- To provide training to ensure policy compliance.
- To hold sessions for parents and pupils as required, to ensure the policy is understood.

4.4 Responsibilities of SENCO

- To work in collaboration with colleagues, parents/carers, pupils and external agencies to ensure that pupils with SEND receive a high-quality education, including additional support and provision which enables them to thrive.
- To oversee and coordinate additional provision for all four areas of SEND: communication and interaction; cognition and learning; social, emotional and mental health need; physical and sensory.
- To coordinate and oversee the school's graduated approach.
- To work with the headteacher and other senior leaders to strategically develop provision for pupils with SEND.
- To work with the headteacher and school business manager to ensure that additional funding for pupils with SEND is spent effectively, supporting them to engage successfully in school.
- To support transition in and out of the school for pupils with SEND, where necessary implementing an enhanced and graduated transition.

- To monitor the quality of SEND provision and report on outcomes for pupils with SEND.

4.5 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures.
- To keep up to date with policy changes over time.
- To promote a collaborative and inclusive ethos where all pupils can thrive.
- To feed back to school leaders where implementation of the policy is challenging.

4.6 Responsibilities of each class teacher

- To have high expectations for all learners, including pupils with SEND.
- To provide high quality teaching that is adapted and personalised to meet the needs of learners.
- To ensure at least good progress and development of every pupil in their class, including those with SEND.
- To have a good understanding of the needs of the students in their class and additional provision that needs to be put in place to support those students.
- To effectively deploy and collaborate with teaching assistants or specialist staff to effectively support pupils with SEND.
- As part of the graduated approach, to review each pupil's progress against their individual targets and update provision accordingly.
- To work with external agencies, following their advice and implementing actions relating to pupils.

4.7 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate.
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school.

4.8 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy.
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff.

4.9 Responsibilities of the link governor for SEND

- To work with the SENCO and headteacher to understand the effectiveness of provision for pupils with SEND.
- To meet with the SENCO, at a minimum at least once a year, to gain insight into SEND provision at the school, including contextual challenges and priorities for development.
- To take part in School Performance Board discussions with a 'lens of SEND', informed by a comprehensive understanding of SEND provision at the school.

5. Definitions

5.1 Special Educational Needs

'A child or young person aged from 0 to 25 years has special educational needs or disability (SEND) if they have a **learning difficulty or disability which calls for special educational provision** to be made for him or her' (SEND Code of Practice, 2015)

They 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

5.2 Disability

A disability can be defined as a, 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities.' (Equality Act 2010)

5.3 Areas of Need

Within SEND, there are four broad areas of need. Pupils with SEND usually have needs that cut across more than one area, and their needs may change over time.

Area of need	Characteristics may include
Communication and interaction (C+I)	• Difficulty communicating with others • Difficulty understanding what is being said to them • Difficulty expressing themselves • Difficulty understanding or using the social rules of communication.

Area of need	Characteristics may include
Cognition and learning (C+L)	• Learning at a significantly slower pace than their peers • Specific learning difficulties, which impact one or more specific aspects of learning, such as dyslexia or dyscalculia • Moderate or severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	• Mental health difficulties such as anxiety, depression or an eating disorder • Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) • Difficulties with attachment • Distressed or withdrawn behaviour as a result of Adverse Childhood Experiences (ACES) or trauma.
Physical and Sensory (P+S)	• A sensory impairment such as visual impairment, hearing impairment or multi-sensory impairment • A physical impairment • Sensory processing needs.

6. Identification of SEND

To effectively support pupils with SEND, schools recognises that it is crucial to identify underlying additional need at the earliest possible stage, enabling effective provision to be implemented with precision.

Staff are trained to consider possible SEND at an early stage. They typically use a concern from to do this, which details the support the pupil already receives alongside their concerns. Indicators that may be a sign of SEN could be distressed behaviour, difficulties with attention and concentration, difficulties managing change, difficulties forming and maintaining relationships, difficulties with social communication, sensory sensitivities and not making expected progress in one or several areas of the curriculum.
Concerns that a pupil may have SEN are also raised through parents/carers, pupil progress meetings, analysis of data and through transition into the school.

Once a concern has been raised, the SENCO will begin assessing whether the pupil has SEN (see 5.1 for definition). The SENCO will use the following tools to ensure effective early identification of need:

- pupil voice
- parent/carer voice

- progress and attainment data, including looking at books and evidence of learning
- teacher feedback
- pupil observation
- appropriate assessments/screeners e.g. in speech, language and communication, dyslexia, reading fluency, spelling, numeracy, working memory and SEMH.

Schools understand that slow progress and low attainment will not automatically mean a pupil has SEN. For example, where a child speaks English as an additional language (EAL), slower progress may be due to a language barrier which needs to be supported, but does not automatically mean a child has SEN.

7. The SEND Register

Pupils who have been identified as having SEN are entered onto the school SEND Register. The SENCO is responsible for overseeing the SEND register. A pupil is never put on the SEND register without a discussion with parents/carers. Schools should confirm with parents/carers in writing, that a child is going onto the SEND register.

The SENCO regularly updates the SEND register. If a child is deemed to no longer have a special educational need, then they can be removed from the SEND register. This decision is made, in collaboration with parents/carers and the pupil.

The SEND register is held in line with the Amplify Education Data Protection Policy. Its contents are only discussed with external agencies once parental approval for such a referral has been granted.

8. A Graduated Approach

Amplify Education is committed to providing comprehensive support for pupils with SEND, based on a graduated approach. The graduated approach follows a cycle of assess, plan, do, review. This is a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil to make good progress.

The school's high-quality universal offer ensures that teaching and learning is adapted to support pupils overcome any low-level barriers to learning that they may be facing. Adaptive practice is implemented at a whole class level and benefits all learners, but particularly pupils who have barriers to learning. In addition, some pupils with barriers to learning may require targeted support, through targeted adaptive strategies or interventions.

When a child is identified as having potential SEND, the graduated approach begins. This cyclical approach includes review at least three times each academic year, and ensures that the school always has a strong, evidence-based understanding of each pupil's additional needs and associated support that they require.

Assess	Plan
Staff working with the pupil carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers are taken into account. The school may also seek advice from external support services. After the initial assessment, when the pupil goes on the SEND register, ongoing cycles of assessment take place but the full assessment process is not typically repeated.	In consultation with the parents/carers and the pupil, the teaching team, with support from the SENCO, decide what additional provision the pupil requires, expected targets and outcomes. This is recorded in an individual support plan (ISP). The parents/carers and all staff who work with the pupil are made aware of the ISP. Where appropriate, the pupil is aware of the ISP and what this means for the support they will receive.
Review	**Do**
The effectiveness of additional provision and impact on the pupil's progress is reviewed regularly (minimum 3 times per year). This includes progress the pupil has made towards their targets, the views of the pupil, parents/carers and staff who work with the pupil. This feeds into the next cycle of the graduated approach.	The ISP is implemented. The pupil's class or subject teacher retains overall responsibility for the pupil's progress. As required, the SENCO will support staff in the implementation of provision.

9. Levels of SEND

9.1 SEND Support

The majority of pupils with SEND will receive support at a SEN Support level (code K). The school receives annual notional Element 2 funding to support the implementation of additional provision for these pupils.

These pupils have needs that can be met by the school through the graduated approach. Some pupils at SEND Support level may require the support of external professionals to provide further assessment of need and associated recommendations to school for how they can most effectively support the pupil to thrive.

9.2 Education, Health and Care Plan (EHCP)

Pupils who need a high level of support, beyond what is available through SEND Support provision, may be entitled to an Education, Health and Care Plan (EHCP). An EHCP is a legal document that outlines the needs of the pupil, additional provision that will be put in place, and the outcomes sought.

An EHCP is granted after an Education, Health and Care Needs Assessment (EHCNA) is requested from the local authority. An EHCNA can be submitted by school or parents/carers.

Where a pupil has an EHCP, the school, in partnership with the local authority, must carry out an annual review of the EHCP, at a minimum every twelve months. If a pupil is not making the necessary progress, there are concerns that there is a risk of exclusion, or the placement is breaking down, the SENCO will call an Emergency Annual Review.

Some pupils with high-level SEND may require specialist educational provision. To access specialist provision, they will need an EHCP which identifies that a specialist educational setting is required.

10. SEN information report

Each year the school produces a SEN Information Report, which is published on its website, and which outlines how the policy is implemented. The SEN information report is updated annually and as soon as possible after any changes to the information it contains.

11. Partnership with parents/carers

Amplify Education is committed to working in partnership with parents/carers because we understand that collaboration with parents/carers is crucial to gaining the best possible understanding of each pupil's additional needs and provision they require. Parents/carers are involved in initial identification of SEND and throughout the graduated approach.

If parents/carers have concerns or queries, they know how to contact their child's teacher and the SENCO, who will welcome further dialogue.

12. Transitions

Amplify Education recognises that some pupils with SEND will require enhanced transition processes. These may be into the school and/or out of the school to a new setting. Pupils with SEND may also require additional support at transition points within school, for example when beginning a new academic year. As needed, schools provide additional transition support for pupils with SEND.

13. Professional development

Professional development to enable leaders, teaching and support staff to provide high quality teaching and learning for pupils with SEND is facilitated on a regular basis. School leaders, including the SENCO, continually quality assure provision for pupils with SEND and use this to inform the school's professional development plan for inclusion.

14. Complaints

Where parents/carers have concerns about the school's SEND provision, they should first raise their concerns with the class teacher/tutor or SENCO. We will try to resolve the concerns, working collaboratively with the parents/carers to understand and address them. If their concerns are not resolved, parents and carers should contact the Headteacher. If again concerns are not resolved, parents and carers are welcome to submit their complaint formally, following Amplify Education's Complaints Policy.

Where parents/carers would like to raise concerns about a local authority decision regarding SEND, they should follow the local authority appeals procedure, outlined on the local authority websites:

- Bristol City Council: Bristol SEND concerns
- North Somerset: N Somerset SEND concerns
- South Gloucestershire: S Glos SEND concerns