



SEND Policy (Ref 11 MPSEND)



Mosaic Partnership Trust

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History of most recent Policy changes

Version	Date	Page	Change	Origin of Change
V1.0	06/05/2024	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	New Academy Trust requirement of a SEND Policy



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1.0 Our Purpose

1.1. This policy is written for, and by, the whole school community: staff, children parents, carers and the Trust Central Team. It sets out the Mosaic Partnership Trust (MPT) approach to supporting children with special educational needs and disabilities (SEND) in each of its schools.

1.2. The policy sets MPT's expectations for all our schools, to ensure children in our care are able to:

- Be safe and well cared for by adults that they can trust.
- Be accepted for who they are and listened to.
- Feel confident to express their own opinion and views.
- Have adults who will take time to find out about them and understand what is important to them, helping them when needed.
- Try new experiences and learn new skills so that they are ready to be independent citizens.

1.3. This policy is consistent with MPT's funding arrangements with the Secretary of State for Education which requires that we make provision for children with SEND, and has been developed in accordance with the Special Educational Needs (SEND) Code of Practice 2014 (updated 2015) and in conjunction with the following documents, the frameworks of which are either approved or in the development phase during the first year of the Trust opening:

- The Children and Families Act 2014
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- The MPT Safeguarding and Child Protection Policy
- Schools' Behaviour Policy (See individual school websites)
- The MPT Admissions Policy
- The MPT SEND and Inclusion Framework
- The MPT Governance Framework
- The MPT School Improvement Framework
- The MPT Curriculum Framework
- The MPT Teaching Framework
- The MPT Assessment Framework
- The MPT Attendance Framework

It is designed to be a working document.

2.0 Our vision for inclusion

2.1 Our vision for inclusion is based upon the principles of 'Integrity, Innovation and Partnership' working in parallel with 'Equality, Diversity, Inclusion and Belonging' and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children to grow and develop in confidence.

We accept, unconditionally, all children and families into the life of our schools. We take every opportunity to celebrate learning together and hold our doors open to people from all



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communities, backgrounds and traditions recognising also the diversity and demographic difference that our Trust encompasses.

We unlock opportunities for children to flourish socially, morally, spiritually, culturally and academically, we believe in a holistic approach whereby we develop children who have skills for life and life skills. We patiently nurture development and growth, knowing that character is at the heart of educational achievement.

In MPT we believe that inclusion is about engendering a belief that our children can do 'anything and everything' and are not limited by a label they may carry. We believe in equity of learning opportunities for all children across all our schools. We do this by listening and responding to children and their families so to build an ongoing, holistic understanding of our children and their needs. We are outward facing, and research led and through SEND Network events and SEND Leadership training we ensure that there is a comprehensive range of opportunities for staff to develop and progress their skills and knowledge around SEND. We look within Mosaic for expertise, outside Mosaic through external partners and access National and Locally based support and advice to ensure that we take a best practice approach.

We ask all our schools what inclusion means to their school and their children and families. Our belief is that inclusion, for our children with SEND means that:

- our children can do anything and everything.
- every adult knows every child well.
- we will endeavour to ensure all children access the resources they need.
- all staff will develop their knowledge and understanding to meet needs of learners and access training and support through the Trust, respective Local Authorities and nationally.
- we will share skills, expertise and knowledge across all our schools, not limiting our options to the provision that one school can make; we take a proactive approach to learning from each other.
- we will build strong relationships with families, keeping to the principles of co-production, so that we get it right with families from the start engaging locally with parent/carer forums from our respective local areas.
- all children have a sense of belonging with happy memories of their time in primary school.
- we don't label the child; we quickly identify their need.
- there is equity for all our children.
- Children are empowered to understand and value differences and co-produce strategies to ensure improved accessibility and success.

2.2 Each school within our Trust is unique and distinctive and we are committed to celebrating the local context and purpose of each school. Our vision is for all of our schools to become highly successful and meet the needs of the community in which they serve. Our Trust has Equality Articles with the Diocese of Bristol, and we are therefore also proud of the strong partnership and shared ethos with the Church of England but respect the difference between our Church Schools and those designated as Community Schools.

2.3 We believe all leaders in our schools are leaders of SEND and through our SEND Network (led by our SEND and Inclusion Lead), SENCo/s and through collaboration with schools, we build capacity and expertise to ensure our Trust is at the forefront of SEND practice in both South Gloucestershire and Wiltshire.



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2.4 Our vision for inclusion is based upon 'Equality, Diversity, Inclusion and Belonging' and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children to grow and develop in confidence. To be able to fully realise this, we will ensure that the language we use with children, colleagues and families is non-judgemental or devaluing and celebrates individual differences.

Language constantly evolves and changes and the language of SEND can sometimes be difficult to navigate. We know that language is a powerful tool for communication and how we describe learners in our schools can also shape our attitudes.

The following has been agreed by our Trust family:

- We will work with parents and children to agree how they wish conditions or protected characteristics to be referred to or described.
- We will not use language that is judgemental or devaluing to a learner.
- When we discuss children with colleagues, we will focus on what provision a child needs rather than what a child can't do.
- We will always use 'child-first' language, putting the child first before any need.
- We will focus on a child's strengths and abilities and be specific when talking about their needs.
- When working with parents and carers we will believe and respect the knowledge they have about their children and will ensure that we are respectful in the language we use.
- We respect that parents and carers are entitled to have different views as to the provision appropriate for their child, and the views of parents and carers will always be carefully considered.
- As teachers, support staff and leaders, we teach and model inclusive language to parents, carers and children, and challenge stereotypes.

3.0 Aims

3.1 The key aim of the Trust and of each of our schools is to ensure that all our children achieve their very best. The Trust's School Improvement Framework is a key driver for this and there is a golden thread of inclusion running through the approach of 'sustain, embed, accelerate and stabilise'. When we evaluate each school, we evaluate through the lens of SEND and disadvantaged to provide a holistic picture. The school is only as effective as the experience of all its children and that includes children with SEND and those that are disadvantaged. We are committed to a process of identifying, understanding and breaking down any barriers to participation and belonging.

3.2 All our children including those identified as having SEND, have the same common entitlement and access to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. We want all our children to have a strong sense of belonging, to thrive, flourish and to develop skills for their next stage of learning and development and then into adulthood.

3.3 Through our School Improvement Framework we will support schools in their drive to ensure that high quality, inclusive teaching and provision is 'ordinarily available' and through our Networks we will support MPT staff to continue to develop skills, knowledge and expertise around SEND.



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3.4 We will continue to be outward facing and research-led, and working with schools will support their engagement with the March 2020 Education Endowment Foundation (EEF) report on SEN in mainstream schools- (educationendowmentfoundation.org.uk) and the different Local Authority approaches which include the SouthGlos Way, OPAL, the Inclusion Toolkit and SEND Nutshell but this is not an exhaustive list.

3.5 As a Trust family, we have developed the following non negotiables whereby 'Equality, Diversity, Inclusion and Belonging' are central to our approach:

- The school accepts unconditionally, all children into the life of the school, with all staff championing high quality inclusion.
- The Trust core values are integrated into our inclusion culture; there is mutual understanding, across the whole community, that we are doing the best for everyone.
- Relationships and trust are central to all we do in celebrating diversity within our community.
- We see high quality teaching which reduces barriers to learning for all children meeting every child's needs in our curriculum, and pedagogical approach.
- There is a shared language and definition for inclusion and diversity and consistency in how we work as a Trust.
- Leaders have visible commitment, cultural intelligence and effective collaboration in championing inclusion and diversity. They acknowledge when something is not working and seek advice and support.
- Staff show empathy and humility in their daily work, and they are consciously aware of their own bias.

4.0 Legislative compliance

4.1 All schools in England must have regard to the Code of Practice (2014 updated 2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities.

4.2 Chapter Six of the Code of Practice clearly states what schools should do and we have an expectation that all our leaders and governors and trustees are proactive in ensuring that their staff have read, understood and are supported in implementing the principles and practice set out in this chapter.

4.3 All schools must ensure that all children are able to flourish and thrive within a school community which both respects and celebrates protected characteristics, as defined by the Equalities Act 2010. The protected characteristics in which children must not be discriminated against are age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.

4.4 Under the Equality Act (2010), all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

4.5 The SEND and Alternative Provision Green Paper explored the issues present within the current SEND system. It set out the government's proposals to improve outcomes for children and young people; improve experiences for families, reducing the current adversity



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and frustration they face; and deliver financial sustainability. It also considered the specific issues facing the alternative provision sector. This is because 82% of children and young people in state-place funded alternative provision have identified special educational needs (SEN) and it is increasingly being used to supplement local SEND systems.

4.5 Through an agreed training offer for MPT staff we will ensure that all staff are clear in the roles, responsibilities and accountability in relation to SEND legislation and policy.

5.0 Identification of SEND

5.1 What is SEND? This is a simple question that can have a range of responses: legal, political or based on personal experience. At MPT we recognise the importance of early Identification of needs. We work together with parents and other professionals through co-production, with the aim that children within our schools reach their full potential. Working with our schools we are committed to accurate identification of a possible special educational need at the earliest stage and so use the legal definition as set out in Chapter 6, Part 3 of the Children and Families Act 2014.

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEN if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5.2. Our staff have high levels of skills, knowledge, and expertise in providing the very best education for children with a range of needs. This includes identifying needs within the four broad areas as set out in The Code of Practice:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Sensory and/or physical needs.

The purpose of identification is not to fit children into one of these categories but to work out what additional action, if any, the schools need to take, to address a child's particular needs in any of those categories. Our MPT staff work closely with parents/carers, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child.

5.3 As a Trust, we recognise that every child is unique, and all our schools are different so do not believe that a 'one size fits all' approach works. We are committed as a Trust to



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'quality first' teaching for all our children. 'Quality first' teaching in mainstream provision should accommodate different types of learning needs in its universal provision, and recognise that if our universal provision is strong, it is likely to result in fewer children needing provision different from or additional to that normally available to children of the same age. Our schools, as their first step in identifying need, will review the impact of their current provision, and in particular where a child is flourishing and not flourishing within that provision, and working with the class teacher, SENCo, parents/carers and external support services and professionals look at assessments already carried out. Gathering and building a holistic understanding of the learner enables effective provision to be developed and implemented.

5.4 There are also children in our schools who may be identified as having dual and multiple exceptionality (DME). We know that some of our children with an identified SEND are also academically gifted. We recognise as a Trust that a challenge may be that some of our children who we identify as having high learning potential (HLE) may also have an unidentified SEND.

5.5 To ensure best practice around assessment and accurate identification of need, our SEND and Inclusion Lead and our Networks working with our respective Local Authorities, families and children will produce a SEND and Inclusion Framework to ensure equity and consistency across Trust schools.

6.0 The Graduated Approach

6.1 In line with the Code of Practice, all our schools follow the graduated approach to a learners' special educational needs. This 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 progress and securing good outcomes."

6.2 Teachers Handbook: SEND (Nasen) explains the four-part cycle as illustrated below.





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6.3 At every stage of this process we will work hard to ensure that children and their families are included as equal and meaningful partners. A central aim of the Children and Families Act 2014 was to ensure that children, young people and their families are at the centre of the decision-making process. As a Trust family, we are committed to supporting our schools in implementing approaches that ensure effective co-production is in place.

6.4 Our schools may use The Engagement Model (<https://www.gov.uk/government/publications/the-engagement-model>) to support teachers and the SENCO in measuring child's development overtime, according to their profile of need, where a child may be working below the level of the national curriculum. This tool will enable schools to track and support a child's ongoing development and engagement in securing new skills, knowledge and concepts.

7.0 The Mosaic Partnership Trust Model

7.1 Leadership for SEND underpins the Trust's approach to inclusion. All leaders, in schools and in the Trust central team, including Academy Community Councillors, Trustees and Members, are leaders of SEND.

7.2 To support leadership of SEND, all schools will have access to the following based on level of need:

Universal

- Annual SEND leadership training for all Headteachers and Academy Community Councils from the Trust SEND and Inclusion Lead
- New SENCOs assigned a mentor for their first year.
- School annual SEND in a Nutshell profile (South Gloucestershire) and Inclusion Dashboard (Wiltshire) will be used to support the strategic leadership of SEND and inform action planning
- Access to a suite of links, assessment tools, templates and training to enable accurate identification of SEND.
- CPD Package as part of the MPT Educational Psychology package with oversight of this from the SEND and Inclusion Lead to look at themes and Trust support.
- Access to the SEND Network events with specific training linked to Trust SEND strategic plan.
- Access to and a place for each school on the NPQSEND programme delivered through the Trust through NPQFlex programme.
- Identification of succession planning for SENCOs.
- Involvement in the development of a Trust wide co-produced SEND and Inclusion Framework linked training.
- Access to a strategic SEND workforce developed across the Trust

Targeted/Bespoke

- Specific suite of specialist training linked to broad area of need analysis through whole Trust provision mapping to inform the Network offer.
- Headteacher analysis of SEND in a nutshell/inclusion dashboard and data analysis to inform specialist and bespoke training at school level
- Commissioned school review, consultation and action planning for specific SEND need (primary areas of need) by Trust SEND and Inclusion Lead
- Commissioned Pupil Premium reviews



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Specialist

- Alternative Provision support and further training for child, family, staff and school.
- Peer to peer leadership support for Head and SENCo when managing complex cases.

All schools are provided with a SEND key contacts poster, specific to their Local Authority, to ensure leaders know who to approach and when to signpost to Local Authority services.

7.3 Mosaic Partnership Trust is partnered with two Local Authorities. To ensure we have strong strategic partnerships with our Local Authority 0-25 SEND teams, our SEND Networks are linked to both Local Authorities and the SEND and Inclusion Lead is the named link for both.

7.4 The SEND and Inclusion Lead, working with the Trust will use census data for the schools to support strategic planning based on local need.

7.6 An Education, Health and Care (“EHC”) needs assessment is an assessment of a child or young person’s education, health and care needs. It is the first step to getting an Education, Health and Care plan (“EHC plan”). An EHC plan can result in additional support and funding for a child or young person with special educational needs (“SEN”). Each Local Authority website sets out clearly how a request can be made. A request for an EHCP may be made by the school or by parents and carers. As a Trust, we encourage parents and carers to work in partnership with the school and other professionals if they feel their child may need an EHCP.

8.0 Roles and Responsibilities

8.1 Details of the key staff in each school’s particular responsibilities concerning SEND are provided in each school’s SEN Information Report.

8.2 Headteachers

Headteachers (Includes Executive Heads) will understand the strategic and operational requirements of their SENCo’s role. Working closely with their SENCo, SEND Academy Community Councillor, school leaders and SEND and Inclusion Lead (Trust), they will have a thorough understanding of how the school’s ethos and culture supports inclusion. They will have the strategic responsibility of SEND: intent, implementation and impact.

As outlined in the Trust’s School Improvement Framework, children are at the centre of curriculum design and leaders will strive to ensure that all children within their schools are enabled to learn, be ready for their next stage in education, and take their place in the world.

The headteacher of each school has responsibility for:

- ensuring that policies and procedures are fully implemented.
- ensuring that sufficient resources and time are allocated to enable staff members to discharge their responsibilities in connection with SEND.



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- Supporting the SENCo in making requests for and reviewing individual EHCPs

8.3 Leadership team and Special Educational Needs Co-ordinator (SENCO)

All leaders are leaders of SEND. The leadership team and SENCo will be responsible for the co-ordination of SEND provision and deployment of staff; monitoring of SEND Provision; data analysis and evaluation of impact. There will be an integral focus on SEND in monitoring at all levels.

The SENCO has day to day responsibility for:

- the operation of the SEND Policy in their school, including evaluating the quality of in class provision for children with SEND
- co-ordinating specific provision made to support individual children with SEND, including those who have Education, Health and Care (EHC) plans;
- advising on the graduated approach to providing SEN support
- liaising with parents of children with SEND
- liaising with the relevant designated teacher where a looked after child has SEN
- providing professional guidance to colleagues
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- working closely with staff, parents / carers and other agencies in connection with children with SEND including making requests for an EHC assessment and plan where appropriate, and reviewing those plans once in place
- ensuring that the school keeps the records of all children with SEND up to date
- being aware of the provision in their Local Authority's Local Offer and approach to Ordinarily Available Provision and signposting this on their school website
- working with professionals to provide a support role to families to ensure that the school's children with SEND receive appropriate support and high-quality teaching
- ensuring that the school's SEN Information Report is accessible and is reviewed and updated annually, involving parents / carers and children
- working with the Headteacher, SEND and Inclusion Lead (Trust) and Academy Community Councillors/Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

8.4 Teachers

All teachers are teachers of SEND. Class teachers are responsible for the progress and development of every child in their class and will work with the child, families, school staff and other professionals to ensure the "assess plan do review" cycle is appropriately implemented to support children with SEND.

Teachers will:

- be children with SEND's champion and advocate, having high aspirations and believing that barriers can be addressed, and that good progress is possible.



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- have in-depth knowledge about each learner and their needs (academic, social and emotional) built on by regular ongoing assessments
- plan strategies and learning sequences that engage children in their learning (academic, social and emotional)
- work closely with any teaching assistants, school and specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- build positive, productive relationships with families so that meaningful co-production can flourish
- plan whole-class teaching using approaches that are effective for learners with SEND
- provide all learners with opportunities to learn in small steps, carefully building upon their prior knowledge
- be explicit with the language used, providing clear guidance about what learners are expected to do. Check that the words used are understood
- Use explicit and chunked modelling
- sequence learning, so that each new idea makes logical sense, based on what learners already know
- be inquisitive about how children learn ensuring that there is access to good quality CPD and evidenced based research
- prepare children so that they are ready for their next stage in education, ensuring they develop independence and resilience

8.5 Academy Community Council (ACC) SEND Councillor

The SEND link Councillor will have a strategic overview of the school's provision for SEND and will provide support and challenge to the school. They will monitor the school's arrangements for SEND and will provide a voice for the SENCo at ACC level, ensuring the needs of learners with SEND are considered as part of strategic decision making. Working with the Chair of the ACC the SEND Councillor will make sure that the SEND responsibilities of the board are fully discharged.

Each school's Academy Community Council has responsibility for:

- identifying a member of the Academy Community Council (ACC) who will have particular responsibility for overseeing SEND provision
- ensuring that arrangements are in place in the school to support children with SEND
- in conjunction with the headteacher, ensuring that the SEND Policy is implemented appropriately within the school
- ensuring that the school's 'SEN Information Report' is considered and approved annually
- ensuring the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.
- receiving a termly training update from the Trust SEND and Inclusion Lead.

8.6 SEND Network

Our SEND Network brings together SENCO representatives from each school, ensuring partnership working with each Local Authority and leadership collaboration.

Our SEND Network Leader who is the SEND and Inclusion Lead for the Trust has responsibility for:



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- Leading meetings (x3 per year), to bring SENCOs together and share best practice and research, gain leadership feedback and offer support.
- Analysis of data dashboards to inform our CPD offer, linked to profile of child need within the local area
- Work in partnership with the Local Authority SEND representatives to support the work of the Network
- Leading SEND reviews for schools, in partnership with external providers and where appropriate with the Director of Education
- Managing and triaging requests for the Trust's workforce planning of support

8.7 Board of Trustees

The Trust's Board of Trustees has responsibility for:

- overseeing strategic SEND matters across the Trust's academies, including fulfilment of all statutory requirements.
- monitoring the appropriate implementation of this policy across the Trust

The Trustee with portfolio responsibilities for SEND will have a strategic overview of SEND provision across the Trust and provide a voice for children with SEND at Trust Board level.

8.8 Local Authority

The local authority holds a budget for high level SEND and is responsible for the provision of an Education and Health Care Plan ("EHCP") for those of our children who require such a plan in order to access the curriculum.

9.0 Expectations of all schools

9.1 Leadership for SEND underpins the Trust's approach to inclusion and our Education Strategy drives provision which meets the needs of all children in our care.

9.2. All schools within our Trust are committed to putting the child at the heart of everything we do. We have the highest ambitions and expectations for all our children and through children being at the centre of curriculum design our ambition is that all our learners, including those with an additional need are able to learn, be ready for their next stage in education, and take their place in the world. We know that our children with SEND may be more vulnerable in relation to various forms of abuse and bullying and in line with Keeping Children Safe in Education we will create a safe environment for our children through robust safeguarding practices

9.3 ALL schools within the Trust will have the following:

- SEND Information Report – updated annually;
- Accessibility Plan – with action plan - updated every 3 years;
- SEND Policy – updated annually
- SEND Review (2-3 year cycle)
- SEND and Inclusion Framework – developed for implementation in Sept 2025

9.4 It is good practice, but not a requirement as will depend on school context for all schools to also have the following:

- SEND Action Plan for Improvement – integral to the whole School Improvement Plan
- A co-ordinated provision map, which identifies additional support



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9.5 All schools will work closely with their Local Authorities and other agencies. As a Trust we are committed to person centred working and co- production, putting the child and family at the centre of what we do.

10.0 Responsibilities of SEND Networks

10.1 The SEND Network Lead (our SEND and Inclusion Lead), working closely with the Director of Education, will work with schools within the Network to support SENCOs in effective leadership of SEND. Using SEND data and SEND in a Nutshell/Inclusion Dashboard they will support schools in using data strategically to develop SEND provision and evaluate effectiveness. The SEND Network Lead will work with schools to develop high quality SEND provision and will support colleagues in establishing the culture, ethos and values of a school so there is a shared notion of inclusion within the Trust.

11.0 Responsibilities of the Trust

11.1 The Trust will provide overall leadership of SEND and using the Network will ensure the vision for SEND and inclusion across all Trust schools will be known, understood and embedded. To ensure the expectations of all schools are upheld, the Trust central team, working collaboratively with Networks and schools, will undertake a variety of Quality Assurance (QA) activities to support schools in identifying strengths and areas of development, to inform best practice and priorities for improvement. This work is central to our School Improvement Framework. This includes:

- A universal SEND leadership offer of training for all schools
- SEND Reviews;
- Development visits, as appropriate, for SEND;
- Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team leading to effective and consistently good practice to meet the needs of learners with SEND.