Mosaic Partnership Trust

SEND Policy (Ref 11 MPSEND)

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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
V2.0	28.07/2025	Whole Document		Updated to reflect school-based nursery provision and the Trust's graduated approach to supporting schools.
V3.0	10.09/2026	Whole Document		Updated to reflect refinements to Trust approach.

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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 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 Behaviour Framework
- The MPT Governance Framework
- The MPT School Improvement Framework
- The MPT Teaching and Learning Framework
- The MPT Assessment Framework
- The MPT Attendance Framework
- The MPT Reading Framework
- EEF Guide to Inclusive Teaching

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 and nursery settings. We take every opportunity to celebrate learning together and hold our doors open to people from all 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 and nursery settings. 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 committed to providing an inclusive education for all our children. We believe that every child, from nursery through to year 6, has the right to high-quality, inclusive teaching and support that anticipates and meets the needs of all learners. Our approach is rooted in early identification, collaborative working, and tailored provision.

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 or barrier.
- 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 our schools and nurseries 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.

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 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.

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

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 and nurseries must fulfil their statutory duties towards children and young people with SEN or disabilities.

4.2 Chapter Five and Six of the Code of Practice clearly states what nurseries and schools should do, and we have an expectation that all our leaders, ACCs and trustees are proactive in ensuring that all 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 and early years settings, including nurseries, have legal duties towards individual disabled children and young people. This means that both nurseries and schools within out Trust 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 compared to their peers. These duties apply regardless of whether the child has a formal diagnosis or an EHCP. By embedding inclusive practice from the earliest stage of education, we help lay strong foundations for learning, participation, and belonging throughout a child's journey in the Trust.

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 settings reach their full potential. Working with our schools and nursery settings, 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 school/nursery setting 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/nursery setting to put the best support and provision in place to meet the needs of each individual child.

5.3 As a Trust, we are committed to 'quality first' teaching for all our children as part of our universal offer. Strengthening and sustaining universal practices that are especially important for pupils with additional needs is likely to benefit all pupils and reduce – though not remove – the need for adaptation or additional targeted support.

Through daily teaching practice we identify any potential barriers to learning for any child and make responsive, in the moment adaptations. For some children, teachers will need to make planned adaptations informed by key documentations and a range of evidence sources.

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.



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.

7.0 The Mosaic Partnership Trust Model

7.1 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.

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

7.3 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 setting or by parents and carers. As a Trust, we encourage parents and carers to work in partnership with the setting 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 setting's particular responsibilities concerning SEND are provided in each school's SEND 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 Local

Governance Member, school leaders and SEND and Inclusion Lead (Trust), they will have a thorough understanding of how the setting's ethos and culture supports inclusion. They will have the strategic responsibility of SEND: intent, implementation and impact.

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.
- 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 setting, 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 SEND support
- liaising with parents of children with SEND
- liaising with the relevant designated teacher where a looked after child has SEND
- providing professional guidance to colleagues
- advising on the deployment of the setting'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 setting 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 setting's children with SEND receive appropriate support and high-quality teaching
- ensuring that the setting's SEND 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.
- 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 all learners.
- 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 Local Governance Committee (LGC) SEND Link Governor

Key responsibilities:

- Hold school leaders to account for the provision for and outcomes of pupils with special educational needs.
- Monitor the implementation of and impact of the SEND policy on outcomes for pupils with special educational needs.
- Have an understanding of the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND), including familiarity with the SEND Code of Practice, understanding what schools and local authorities must and should do when working with children, young people, and families to ensure that pupils receive their entitlement to an appropriate and ambitious education.
- Attend relevant training and keep up to date with relevant National SEND policy and practice.
- Meet with the school’s SENCo 3 times per year specifically to seek assurance around LGC’s responsibilities set out in the MPT Scheme of Delegation.
- Share reports with the Trust Board SEND Trustee 3 times per year (after each school visit).

8.6 Strategic Lead of SEND and Inclusion

The Strategic Lead for Inclusion provides strategic leadership and oversight for SEND and inclusion across the Trust. They are responsible for developing and monitoring the Trust's Inclusion strategy, ensuring statutory compliance, quality assuring provision across schools, supporting leaders to strengthen inclusive practice, and promoting a culture in which every child is valued, belongs and can thrive

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.