St. Bart's Multi-Academy Trust Special Educational Needs and/or Disabilities (SEND) Statement of Intent

St. Bart's Mission

Our mission is to **ADVANCE EDUCATION** and to provide the best curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values

We have a ***Passion*** for releasing potential in all our children and staff through the ***Encouragement*** and development of ***Ambition***, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in ***Collaboration***, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through ***PEACE***.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the ***PEACE*** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

"I have come that they may have life, and have it to the full."

St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

Trust Board Responsibilities

The St Bart's Board of Trustees is fully aware of its statutory duties as outlined in the SEND Code of Practice 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and Keeping Children Safe in Education 2024. The Board of Trustees for St Bart's Multi-Academy Trust holds ultimate responsibility for SEND issues.

To support the Academy teams with SEND policies and procedures, the Trust has appointed Lisa Henshall as the Trust SEND Strategic Lead, who works closely with all of the academies.

SENCOS

Operationally, the responsibility for SEND is delegated to the Principals and SENCOs who retain overall responsibility for the provision and progress of learners with SEND. Currently, every Academy has a SENCO and a Senior Mental Health Lead who share responsibility with Principals for the effective provision for children with SEND within their own Academy. They are clear about their role, have sufficient time and receive relevant support, and training, to undertake their responsibilities, which includes half termly Trust SENCO Network meetings, close contact with outside agencies including LA SEND support teams, Outreach services, SALT and other relevant health care organisations.

SEND policies and procedures

The Trust ensures all Academy policies and procedures in respect of supporting children with SEND are up to date and in line with SEND Code of practice 2014 and Children, Families Act 2014 Disability Discrimination Act 2010 and the Equality Act 2010. Policies and procedures are reviewed and revised by Academy Principals, SENCOs and Local Governing Committees on a regular basis (at least annually).

Policies are accessible to all staff and parents through the individual Academy websites. Contextualised SEND information is available on each Academy's website. This includes, for example, the names of the SENCOs and their Inclusion Team (if appropriate) and how to raise a concern regarding provision for children with SEND.

Professional Development and Training

The Trust is committed to ensuring inclusion is at the heart of each academy. All SENCOs will complete the NASENCO/NPQSEND within 3 years of being appointed as SENCOs.

All staff, Governors, Trustees and volunteers are required to undertake relevant SEND training and this is regularly reviewed by the SENCO to ensure it is up to date. CPD plans ensure everyone has the knowledge and skills required to carry out their role and responsibilities safely and with confidence. Across the Trust and its Academies all staff are consistently reminded of the systems, policies and procedures used to support children with SEND. These are also explained as part of staff induction and reviewed with all staff at the start of every academic year.

There is a Trust SENCO Network, facilitated by the Belgrave SENCO, comprising of the SENCO from each Academy, which meets half termly to talk through new initiatives, training opportunities, local issues and the wider perspectives involving SEND. There is also a Behaviour Lead Network and a Senior Mental Health Lead Network, facilitated by the Trust SEND Strategic Lead, which also meets termly to discuss current issues, to share good practice and develop our offer as a trust and for each of our schools. They liaise with the MHSTs and other outside agencies/specialists in each of their areas to ensure continuous reflection and development informs our offer for all of our children. All three networks support the offer for children with SEND.

Curriculum

Every Academy makes age and developmentally appropriate provision for teaching children about neurodiversity and inclusion, as part of each Academy's personalised approach to delivery of the PSHE and

wider SMSC/Personal Development provision. Each academy ensures that their curriculum offer is adapted and accessible for every child.

Monitoring

SEND is reviewed annually in each Academy by the SENCO alongside the Strategic SEND Lead; audits and reviews are undertaken to ensure that SEND systems and processes are working. These include:

- **Context of school**
- **Outcomes for pupils with SEND**
- **Leadership of SEND**
- **Quality of teaching and learning for pupils with SEND**
- **Working with pupils and parents/ parents and carers of pupils with SEND**
- **Assessment and identification**
- **Monitoring tracking and evaluation**
- **Efficient use of resources**

A full written summary of the findings and actions that need attention is produced which is shared with the Trust Central Leadership Team and each Local Governing Committee.

Any areas of need are followed up with each Academy with actions revisited to ensure compliance.

The Trust SEND Lead has implemented a SEND monitoring timetable for each Academy to make sure that key SEND practices are in place. This strategy ensures consistency, communication and continuous development.

Each Academy has a named linked Governor for SEND The nominated Governor reviews SEND procedures across their Academy at least termly and reports back to the Local Governing Committee.

The SEND register is regularly reviewed, at least termly during an academic year by the Trust SEND Lead or the SENCO. Principals maintain responsibility for ensuring that the policy is implemented effectively.

The Trust SEND Strategic Lead and School Improvement Officers are responsible for supporting Principals to fulfil their statutory duties and hold them to account.

Academy SEND Expectations

Our vision for children with special educational needs and disabilities (SEND) aligns with our vision for all children and young people: that they achieve well in their early years, at school, and in college, and lead happy and fulfilled lives. To fulfil this commitment, SEND policies and processes are integrated throughout our Academy, in line with the DfE statutory guidance, SEND Code of Practice 2014, and the Children and Families Act 2014.

At St Bart's Multi-Academy Trust, we believe that SEND and inclusion are the golden threads woven through every aspect of our educational provision, not merely an add-on. This whole-school approach ensures that everyone is responsible for SEND, fostering a relational environment where every child feels safe, supported, and able to thrive and succeed.

To achieve this, we ensure that:

- **Valuing, Listening to, and Respecting Children**: We embed a culture where the voice of the child is paramount, ensuring their views and experiences shape our practices.
- **Inclusive Leadership**: Each Academy has a nominated SENCO as part of an inclusion team, sharing overall accountability for SEND. Their names are clearly displayed for staff, pupils, and

visitors. All SENCOs complete NASENCO/NPQSEND within three years of appointment (if appointed after 2009) and engage in continuous training.

- **Governance and Oversight**: A named link Governor for SEND reviews the Academy's SEND arrangements at least termly, ensuring robust oversight and accountability.
- **Best Practices and Policies**: We adopt SEND best practices through our policies, procedures, and code of conduct for staff and volunteers, ensuring appropriate support is in place.
- **Regular Monitoring and Review**: The Link Governor for SEND and the Trust SEND Lead regularly review and scrutinise academy systems and procedures.
- **Professional and Secure Information Management**: We record, store, and use information professionally and securely, in line with data protection legislation and guidance.
- **Collaborative Support**: SEND procedures facilitate sharing concerns, gaining advice, and involving relevant agencies, children, young people, parents, families, and carers appropriately.
- **Staff and Volunteer Training**: We provide effective support through training and quality assurance measures, ensuring all staff and volunteers are confident and competent in following our systems, policies, procedures, and behaviour codes.
- **Communication and Awareness**: Information about SEND and good practices is shared with children and their families through various means, including leaflets, posters, group work, and one-to-one discussions.
- **Accessible Support**: We ensure children, young people, and their families know where to go for help if they have a concern.
- **Safe Environment**: We provide a safe physical environment for our children, young people, staff, and volunteers by applying health and safety measures in accordance with the law and regulatory guidance.

By embedding these principles, we create a supportive and inclusive environment where every child can achieve their full potential.

Policy

Each academy within St Bart's Multi-Academy Trust has their own SEND policy written in accordance with their respective local authority offer.

This policy should be read in conjunction with the academy's SEND Information Report, the link is published on the website for each St Bart's Trust academy. The SEND information report provides a detailed insight into the specific mechanisms to support young people with SEND within each Trust academy. The policies comply with the statutory requirement laid out in the SEND Code of Practice (2015) and have been written with reference to the following documents and legislative frameworks:

- Equality Act 2010: advice for schools DfE (2013)
- SEND code of practice: 0 to 25 years (2015)
- The Children and Families Act (2014)
- The SEND Regulations (2014)
- Keeping Children Safe in Education (2024)
- Safeguarding and Child Protection Policy
- Accessibility Policy and Plan
- Teachers' Standards (2012)

This policy must include information about how the academy values and acknowledges children`s individuality and how they provide for the individual needs of all children, promoting and valuing diversity and differences. It is important that children learn to feel good about themselves and value and respect others.

Local Curriculum

Commitment to a Broad and Balanced Curriculum

Our academies are dedicated to ensuring that all children, including those with special educational needs and disabilities (SEND), have access to a broad and balanced curriculum. We believe that every child deserves an education that is rich in opportunities, fosters high aspirations, and is inclusive of all learners. This commitment means that the curriculum is not narrowed or reduced for children with SEND; instead, it is designed to be accessible and challenging for everyone.

To achieve this, we follow the principles outlined in the EEF mainstream SEND guidance and the EEF Five-a-day approach, ensuring that SEND and inclusion are integral to our educational practices. This whole-school approach ensures that everyone is responsible for SEND, fostering a relational environment where every child feels safe, supported, and able to thrive and succeed.

Key Principles:

- **Inclusive Curriculum Design**: Develop and implement a curriculum that is inclusive and adaptable, ensuring that all children can engage with and benefit from a wide range of subjects and learning experiences.
- **High Aspirations for All**: Set high expectations for all students, including those with SEND, encouraging them to reach their full potential and pursue their interests and talents.
- **Adaptive Instruction**: Employ adaptive teaching strategies to meet the diverse needs of learners, providing appropriate support and challenge to ensure every child can succeed.
- **EEF Five-a-day Approach**: Integrate five evidence-based strategies into daily teaching practices to support all pupils, including those with SEND. These strategies include:
    1. **Explicit Instruction**: Clearly explain and model tasks to ensure students understand what is expected.
    2. **Scaffolding**: Provide temporary support to help students achieve tasks they might not be able to complete independently.
    3. **Flexible Grouping**: Use varied groupings to address different learning needs and promote peer support.
    4. **Metacognitive Strategies**: Teach students to plan, monitor, and evaluate their own learning.
    5. **Effective Feedback**: Provide timely and constructive feedback to guide student progress.
- **Collaborative Planning**: Work collaboratively with SENCOs, teachers, and support staff to plan and deliver lessons that are accessible and engaging for all students, including those with SEND.
- **Continuous Professional Development**: Provide ongoing training and professional development for staff to equip them with the skills and knowledge needed to support SEND students effectively.
- **Holistic Support**: Offer a range of support services, including speech and language therapy, occupational therapy, and mental health support, to address the varied needs of SEND students.
- **Parental and Community Involvement**: Engage parents, carers, and the wider community in the educational process, ensuring that they are informed and involved in decisions about their children's education.

- **Monitoring and Evaluation**: Regularly monitor and evaluate the effectiveness of the curriculum and support strategies to ensure they meet the needs of all students, making adjustments as necessary.

By embedding these principles, we create an educational environment where every child, regardless of their needs, can access a curriculum that is broad, balanced, and designed to help them achieve their highest aspirations.

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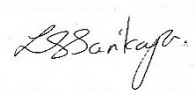

Lisa Sarikaya

Chief Executive Officer
SBMAT Board of Trustees Chief Executive Officer

April 2025