Special Educational Needs & Disability (SEND) Policy

2026-27

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The Crescent, Callerton Lane, Ponteland, NE20 9EG

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1. Introduction

At Pele Trust, we are committed to inclusion; ensuring that all students with Special Educational Needs and Disabilities (SEND) receive the support and provision they need to access a high-quality education. This policy sets out the principles and practices for meeting the needs of students with SEND across all schools in the Trust, ensuring legal compliance, consistent provision, and high standards of support. It reflects our commitment to inclusion, equality, and delivering the best outcomes for all students, irrespective of their individual needs. In alignment with national SEND reforms under the Education for All Bill, this policy integrates statutory Individual Support Plans (ISPs) to ensure transparent, consistent, and early support across all settings

2. School-Specific SEND Contacts

Ellingham CE Primary School

Role	Name	Contact details
Headteacher	Craig Shaw	01665 589233
SENDCo	Chloe Senior	01665 589233
SEND Governor	Alice Reilly	01665 589233

Note: Contact details must be updated annually on each school's website in accordance with statutory SEND Information Report obligations.

3. Vision

At Pele Trust, our vision is to create a thriving learning community where every individual is happy, engaged and supported. We value strong relationships, ensuring that every learner is known, respected and valued for who they are. We believe that every child and young person has the right to an ambitious, inclusive education that enables them to achieve their full potential.

Through high expectations, strong relationships and evidence-informed practice, we seek to understand individual strengths and needs, remove barriers to learning, and ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can flourish academically, socially and emotionally.

Inclusion is a shared responsibility. All staff are accountable for creating learning environments where every pupil is supported to develop independence, confidence and a strong sense of belonging.

Across the Trust we will:

- Place children and young people at the centre of decision-making, ensuring their views, wishes and aspirations shape the support they receive.
- Work in partnership with parents, carers and external professionals, recognising that collaboration leads to the best outcomes for children and young people.
- Promote high aspirations for every learner, ensuring pupils with SEND have equitable access to a broad, balanced and ambitious curriculum.
- Provide high-quality adaptive teaching as the foundation of inclusive practice, with additional support and specialist provision used to complement, rather than replace, excellent classroom teaching.
- Identify needs early and implement timely, evidence-informed support through the graduated Assess, Plan, Do, Review (APDR) process and statutory Individual Support Plans (ISPs)
- Adopt a strengths-based, neurodiversity-informed approach, recognising and valuing individual differences while removing barriers to participation, learning

and achievement.

- Align practice with National Inclusion Standards to maintain consistent universal baseline support across all Trust schools.
- Use evidence-informed practice to guide decision-making, drawing upon national guidance, educational research and ongoing evaluation to continually improve the quality and impact of SEND provision.
- Promote inclusion, wellbeing and belonging, ensuring every pupil feels safe, respected and able to participate fully in school life.
- Invest in professional development, equipping all staff with the knowledge, skills and confidence to meet the diverse needs of learners.
- Continually evaluate and improve SEND provision through quality assurance, collaboration and reflective practice to ensure consistently high standards across all Trust schools.

Evidence-Informed Practice

SEND provision across Pele Trust is evidence-informed, inclusive and responsive to the strengths, needs and aspirations of every learner. Our approach is underpinned by the SEND Code of Practice (2015), Education Endowment Foundation (EEF) guidance, and current research into adaptive teaching, cognitive science, language and communication, executive functioning, metacognition, self-regulation and inclusive pedagogy.

We recognise that high-quality adaptive teaching is the most effective way to improve outcomes for the majority of pupils with SEND. Targeted interventions and specialist provision are selected using robust evidence, delivered with fidelity, and regularly reviewed through the graduated Assess, Plan, Do, Review (APDR) process to ensure they improve progress, participation, wellbeing and independence. Through continuous professional learning, collaborative practice and ongoing evaluation, we are committed to translating research into consistently high-quality classroom practice across every school within the Trust.

4. Legal Framework

This policy reflects the statutory duties and guidance governing Special

Educational Needs and Disabilities (SEND) in England. Pele Trust is committed to ensuring that all schools meet their legal responsibilities and provide inclusive, high-quality education for every child and young person.

All schools within the Trust will comply with:

- **SEND Statutory Frameworks:** The *Children and Families Act 2014 (Part 3)*, *SEND Regulations 2014*, and the *SEND Code of Practice (2015)* regarding the identification, assessment, provision, and coordination (SENDCos, EHCPs, and Information Reports) of SEND support.

- **Equality & Non-Discrimination:** The *Equality Act 2010* and *Public Sector Equality Duty (S.149)*, ensuring reasonable adjustments are made and equal opportunities are actively advanced.
- **Inclusive Attendance:** The *Working Together to Improve School Attendance* guidance, ensuring responsive, relational attendance support for pupils with SEND.
- **Safeguarding:** *Keeping Children Safe in Education (KCSIE)* and relevant legislation, prioritising the safety of highly vulnerable SEND learners.

Beyond compliance, the Trust continuously strengthens its inclusive practice by implementing evidence-based guidance informed by the Education Endowment Foundation (EEF), the Department for Education (DfE), and other recognised professional bodies.

Pele Trust is committed to implementing national SEND reforms as they are introduced. Schools will continue to review and develop their practice in line with emerging statutory requirements, including the Department for Education's proposals set out in SEND Reform: Putting Children and Young People First (2026) and the development of the Inclusive Mainstream Fund, ensuring that provision remains inclusive, evidence-informed and responsive to future legislative change.

5. Definition of Special Educational Needs and Disability

*A child has Special Educationa*l Needs if they have '*a learning difficulty or disability that calls for special educational provision to be made*'. Slow progress and low

attainment do not automatically mean a pupil has SEND. The SEN Code of Practice defines four broad areas of need:

- **Communication and Interaction** – Students who have speech, language, and communication difficulties, including those with autism spectrum disorders.
- **Cognition and Learning** – Students who have learning difficulties, such as dyslexia or moderate learning disabilities.
- **Social, Emotional, and Mental Health** – Students who have emotional or behavioural difficulties that impact their learning, such as ADHD, anxiety, and attachment disorders.
- **Sensory and/or Physical Needs** – Students with physical disabilities, visual or hearing impairments, or medical conditions that affect their learning.

Many children and young people who have SEND may have a disability. This is defined within the Equality Act of 2010 as '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This may include long-term health conditions like diabetes, epilepsy or sensory impairments like hearing, vision, or multi-sensory impairment.

Not all young people who have a disability have special educational needs, but reasonable adjustments must be made in schools to ensure that all with disabilities are not disadvantaged in any way.

6. Identification and Graduated Response

Pele Trust is committed to the early identification of Special Educational Needs and Disabilities (SEND) to ensure that children and young people receive the right support at the right time. Identification is a continuous process that forms part of the Trust's wider approach to monitoring pupils' progress, attainment, attendance, wellbeing and participation.

High-quality adaptive teaching is the first response to emerging need. Teachers are

responsible and accountable for the progress and development of all pupils in their class and are expected to identify potential barriers to learning through ongoing assessment, observation and professional judgement. Where concerns arise, schools will work collaboratively with pupils, parents/carers and professionals to develop a shared understanding of strengths, needs and appropriate support.

Schools will adopt the graduated approach described in the SEND Code of Practice (2015), using the Assess, Plan, Do, Review (APDR) cycle to identify, implement and evaluate provision.

Assess

Schools will use a range of information to identify a pupil's strengths, needs and barriers to learning. This may include teacher assessment, progress data, observations, attendance and wellbeing information, discussions with pupils and parents/carers, and advice from external professionals where appropriate. Assessment will consider all four broad areas of SEND and recognise that needs may change over time.

Plan

Where SEND Support is required, schools will work in partnership with pupils, parents/carers and, where appropriate, external agencies to agree outcomes, reasonable adjustments and provision. Support will be recorded through an Initial Concerns Form, Pupil Profile and/or statutory digital Individual Support Plan (ISP)

Do

Class teachers retain responsibility for the progress and outcomes of all pupils, including those receiving SEND Support. They will implement agreed strategies through high-quality adaptive teaching, supported where appropriate by teaching assistants, specialist staff and external professionals. Targeted interventions and specialist provision will complement, rather than replace, inclusive classroom practice.

Review

Provision will be reviewed regularly with pupils, parents/carers and relevant professionals to evaluate its impact against agreed outcomes. Schools will use this information to adapt support and inform the next cycle of planning. Where a pupil continues to experience significant and persistent barriers to learning despite sustained evidence-informed support, the school may, in partnership with parents/carers, request an Education, Health and Care (EHC) needs assessment from the Local Authority.

The graduated approach is underpinned by high aspirations, person-centred planning and a commitment to removing barriers to learning. Throughout the process, the views, wishes and aspirations of children, young people and their families will remain central to decision-making, ensuring that support is proportionate, inclusive and focused on securing the best possible outcomes.

7. SEND Provision

Each school within the Trust is responsible for providing the appropriate level of support for students with SEND. To ensure a graduated and transparent response, provision across the Trust is structured into three tiers of support: Universal, Targeted, and Specialist.

Ordinarily Available Provision must be implemented consistently before considering additional or specialist SEND provision. Each school within the Trust publishes an annual SEND Information Report and Inclusion Strategy detailing the implementation of this policy and the specific provision available for pupils across these three tiers.

Tier 1: Universal Support (All Pupils)

- High-quality adaptive teaching is the foundational universal provision available to every pupil. All teachers are responsible for providing high-quality teaching that meets the needs of all students, including those with SEND.
- This universal offer includes:
    - Explicit instruction, scaffolding, and modelling.

- Retrieval practice and metacognitive strategies.
- Responsive assessment and the appropriate use of assistive technology.
- Reasonable adjustments to systematically remove barriers to learning.

Tier 2: Targeted Support (Selected Pupils)

- Where a pupil requires support that is *additional to or different from* that which is ordinarily available at the universal level, schools will follow the graduated approach of Assess, Plan, Do, Review (APDR) documented within a digital Individual Support Plan (ISP) to identify, implement, and evaluate appropriate SEND support.
- The level of support depends on the individual needs of the student and may include small-group interventions, short-term one-to-one support, or initial external specialist input.
- This process of escalating targeted support is framed and guided by Northumberland Local Authority's *'Beyond Ordinarily Available Guidance.'*

Tier 3: Specialist Support (Individual Pupils with Complex Needs)

- For students with identified needs requiring highly individualised, specialist provision, schools will develop and implement Pupil Profiles, Individual Support Plans (ISPs), or Education, Health, and Care Plans (EHCPs), setting specific targets and interventions.
- Where a pupil is unable to access the curriculum after considerable internal and external help over time, the school—in close consultation with parents—may request consideration of a statutory assessment (COSA) of the pupil's needs from the Local Authority.
- The Trust collaborates closely with external agencies (including HINT, LINT, educational psychologists, speech and language therapists, and occupational therapists) alongside the multi-agency 'Experts at Hand' regional service to provide specialised support and advice. Relevant information will be shared with these agencies with parental permission and

in strict accordance with GDPR.

- **Statutory Transition Protections:** All pupils with existing EHCPs retain full statutory entitlements backed by national "triple lock" transitional protections ensuring no loss of effective support during system updates.

8. Inclusion Strategy and Inclusive Mainstream Funding

The Trust is committed to developing and sustaining inclusive educational environments in which all children and young people can thrive. In line with Department for Education requirements, each school within the Trust will publish an annual Inclusion Strategy that sets out how it identifies, supports, and removes barriers to learning for pupils with additional needs.

The Inclusion Strategy Framework

The Inclusion Strategy will:

- Describe the school's approach to identifying and meeting the needs of pupils with commonly occurring and predictable additional needs.
- Outline the inclusive practices, provision, and interventions used to support participation, progress, attendance, and wellbeing across all three tiers of support.
- Identify barriers to learning and the strategic actions taken to reduce or remove them.
- Explain how available resources and funding are used to strengthen inclusive practice and improve outcomes for children and young people.
- Demonstrate how evidence-informed approaches are embedded within the school's core offer and wider provision.
- Support accountability and continuous improvement through regular evaluation of impact and outcomes.

The Inclusion Strategy will be reviewed annually and published on each school's website. It serves as a key source of evidence for school self-evaluation, governance oversight, and external inspection.

Inclusive Mainstream Funding (IMF)

Where available, the **I**nclusive Mainstream Fund (IMF) will be strategically deployed to strengthen the Trust's inclusive provision and embed evidence-informed practices across all schools. Rather than replacing existing school resources—such as delegated budgets or the notional SEND budget—the IMF will act as complementary funding.

Schools will use this resource to:

- Enhance their inclusive core offer through universal adaptive teaching.
- Build staff expertise and capacity.
- Strengthen targeted and specialist provision for pupils with additional needs.
- Bolster early intervention and the graduated approach (Assess, Plan, Do, Review).

The impact of this investment will be monitored through established school improvement processes and transparently reported within each school's published Inclusion Strategy. To ensure maximum efficacy and improved pupil outcomes, Trustees, Governors, and school leaders will maintain robust oversight of how these resources are deployed.

9. Roles and Responsibilities

Achieving high-quality inclusive education is a shared responsibility. Effective SEND provision depends on strong leadership, collaborative working and a whole-school commitment to inclusion. While the SENDCo provides strategic and operational leadership for SEND, all staff are responsible for creating inclusive learning environments and ensuring that pupils with SEND achieve the best possible outcomes.

Pele Trust Directors

The Trust Board provides strategic oversight of SEND across the Trust and is responsible for ensuring that:

- the Trust sets a policy that complies with all statutory duties relating to SEND, disability and equality;
- the effectiveness of SEND provision is monitored through robust governance and quality assurance arrangements;
- the impact of Inclusive Mainstream Funding (IMF) and other SEND funding is scrutinised to ensure value for money and improved outcomes for pupils

Academy Committee

Each Academy Committee has a named SEND link governor. The Academy Committee has the responsibility for monitoring the SEND provision to ensure that it meets statutory obligations and the needs of pupils.

Trust Executive Team

The Trust Executive Team provides strategic leadership for SEND across all schools by:

- leading the implementation and continuous development of this policy;
- monitoring the quality and consistency of SEND provision across the Trust;
- supporting schools through quality assurance, professional development and peer review;
- promoting evidence-informed practice and facilitating the sharing of effective approaches;
- reporting on SEND outcomes and priorities to directors

Headteachers

Headteachers are accountable for the quality of SEND provision within their school. They will:

- promote an inclusive culture where all pupils can thrive;
- ensure SEND is a strategic priority within school improvement planning;
- work with the SENDCo and senior leaders to develop and evaluate SEND provision;
- ensure statutory duties are fulfilled and appropriate staffing, training and resources are in place;
- ensure the SENDCo is allocated sufficient administrative support, dedicated non-teaching time, and resources equivalent to other strategic leadership roles.
- publish and review the school's SEND Information Report and Inclusion Strategy annually.

SENDCo

Each school will appoint a qualified SENDCo holding or working towards the mandatory National Professional Qualification for SENCOs to lead and coordinate SEND provision. The SENDCo will:

- provide strategic and operational leadership for SEND within the school;
- support the early identification and assessment of students with SEND;
- coordinate the graduated approach and statutory oversight of Individual Support Plans (ISPs) to ensure provision is evidence-informed and person-centred;
- advise and support staff to deliver high-quality adaptive teaching and effective interventions;
- work collaboratively with pupils, parents/carers, external agencies and the

Local Authority;
- maintain accurate and compliant SEND records;
- contribute to school improvement, quality assurance and the ongoing development of inclusive practice.

Classroom Teachers

All teachers are teachers of SEND and are responsible for the progress and development of every pupil in their class. They will:

- deliver high-quality adaptive teaching that meets individual needs;
- implement reasonable adjustments and agreed SEND provision as recorded in pupils' Individual Support Plans (ISPs);
- identify and respond promptly to emerging barriers to learning;
- work in partnership with the SENDCo, support staff, pupils and parents/carers to review progress through the Assess, Plan, Do, Review process.

Teaching Assistants and Support Staff

Teaching assistants and support staff play a key role in promoting inclusion and supporting pupil progress. Working under the direction of the class teacher and SENDCo, they will:

- deliver targeted interventions and agreed support programmes;
- promote pupils' independence, participation and engagement in learning;
- provide feedback that informs assessment, planning and review;
- contribute to the effective implementation of SEND provision.

Parents, Carers and Students

Parents and carers are valued partners in their child's education and will be actively involved in planning, reviewing and evaluating SEND provision. Their knowledge of their child is recognised as essential in securing positive outcomes.

Children and young people with SEND will be supported to participate in decisions about their education in ways that are appropriate to their age, understanding and communication needs. Their views, wishes and aspirations will remain central to the graduated approach and all aspects of person-centred planning.

10. Partnership with Parents and Carers

We believe that partnership with parents and carers is essential to the success of students with SEND. Pele Trust recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. We will undertake:

- Keep parents informed about their child's progress, initial concerns, any interventions being implemented, and involve them in setting targets for future development.
- Pupil Profiles and/or Individual Support Plans (ISPs) are reviewed regularly with learners and parents
- For students with EHCPs, we will hold annual review meetings to assess progress and plan next steps.
- Encourage parents to be actively involved in their child's education and to work collaboratively with staff and external professionals.

11. Complaints, Concerns and Dispute Resolution

Pele Trust is committed to working in partnership with children, young people and their families to achieve positive outcomes. We recognise that from time to time concerns may arise regarding SEND provision, assessment, support arrangements or decisions made by the school. We are committed to resolving concerns at the earliest opportunity through open, constructive and collaborative dialogue.

In the first instance, parents and carers are encouraged to discuss any concerns with the class teacher, SENDCo or Headteacher, depending on the nature of the concern. Schools will make every effort to listen carefully, seek solutions and work collaboratively with families to resolve issues informally wherever possible.

Where concerns cannot be resolved through informal discussion, parents and carers may make a formal complaint in accordance with the Pele Trust Complaints Policy. Details of the complaints procedure are available on the Trust and school websites.

Parents and carers may also seek independent information, advice and support through their local Special Educational Needs and Disabilities Information Advice

and Support Service (SENDIASS).

Where disagreements relate to Education, Health and Care (EHC) needs assessments, Education, Health and Care Plans (EHCPs), or decisions made by the Local Authority, parents and carers may access disagreement resolution and mediation services in accordance with the Children and Families Act 2014.Parents and young people also maintain appeal rights to the First-tier Tribunal (SEND), which possesses extended powers to issue non-binding recommendations on health and social care components of EHCPs alongside educational provision.

Pele Trust is committed to maintaining positive relationships with families throughout any complaint, disagreement or appeal process. We will continue to work collaboratively with pupils, parents, carers and external agencies to ensure that the needs, views and aspirations of children and young people remain central to decision-making.

12. Inclusion and Curriculum Access

The Trust is moving toward a system that is inclusive by design, providing early support directly to children without the immediate need for a formal diagnosis or statutory process. Key strategies include:

- **Relational and Restorative Approaches:** Prioritising positive relationships, nurture, and empathy. This approach recognises that behaviour is a form of communication and focuses on understanding underlying needs rather than employing purely punitive measures.
- **High-Quality Ordinarily Available Provision:** All schools will use the "Ordinarily Available Guidance" to ensure the core classroom offer meets the needs of most pupils through adaptive teaching and reasonable adjustments.
- **Early Intervention:** Making every effort to identify additional needs as soon as they arise and intervening promptly to maintain high aspirations.

We are committed to ensuring that all students, including those with SEND, are fully included in all aspects of school life. This includes:

- **Responsive Curriculum**: Teachers will provide responsive teaching methods and resources to ensure that students with SEND can access the curriculum at an appropriate level. The special educational needs budget will be used to access resources and deploy support staff in order to allow all pupils to access the curriculum and fulfil their potential.
- **Reasonable Adjustments**: We will make reasonable adjustments to remove barriers to learning and participation for students with SEND, in line with the Equality Act 2010.
- **Extra-Curricular Activities**: Students with SEND will have access to all extra-curricular activities, with adjustments made to ensure their participation where appropriate.
- **Inclusive Environment**: All schools will provide an inclusive environment where students with SEND are treated with respect, dignity, and equality.

Attendance and Inclusion

Pele Trust recognises the strong relationship between SEND, wellbeing, inclusion and attendance. We are committed to identifying and addressing barriers to attendance at the earliest opportunity and promoting a sense of belonging that enables all pupils to engage positively with school life.

Where attendance concerns arise for a pupil with SEND, schools will seek to understand the underlying causes and work collaboratively with pupils, parents/carers and relevant professionals to identify appropriate support. Attendance concerns will not automatically be viewed as behavioural issues, and schools will consider the potential impact of unmet needs, anxiety, social and emotional factors, health needs, sensory differences and environmental barriers.
Schools will:

- Monitor attendance patterns for pupils with SEND and identify concerns at the earliest opportunity.
- Work proactively with families to understand barriers to attendance and develop supportive solutions.
- Implement reasonable adjustments and personalised support where appropriate.
- Develop individual attendance support plans for pupils experiencing

persistent attendance difficulties.

- Consider the needs of pupils experiencing Emotionally Based School Anxiety (EBSA) and implement graduated support strategies.
- Work collaboratively with health services, local authority teams and other agencies where attendance concerns are linked to SEND or wellbeing needs.
- Support successful reintegration following periods of absence through carefully planned transition and reintegration arrangements.

Our approach to attendance will be relational, inclusive and centred on understanding individual need, whilst maintaining high aspirations for participation and engagement.

Preparation for Adulthood

Pele Trust recognises that preparing children and young people for adulthood is a key responsibility and an integral part of effective SEND provision. Preparation for adulthood begins from the earliest years and is embedded throughout a pupil's educational journey. We are committed to supporting pupils with SEND to develop the knowledge, skills, confidence and independence required to lead fulfilling lives and achieve their aspirations.

Preparation for adulthood will be considered as part of the graduated approach and will be reflected, where appropriate, within Individual Support Plans (ISPs), Pupil Profiles, Education, Health and Care Plans (EHCPs), and review meetings.
Across the Trust, schools will promote outcomes in the following areas:

Employment and Future Aspirations

Schools will support pupils to develop ambition, resilience and and understanding of future education, training and employment opportunities. This may include:

- Developing literacy, numeracy and communication skills.
- Raising aspirations and supporting career exploration.
- Access to careers education, information, advice and guidance
- Opportunities to develop employability and enterprise skills.
- Planning effective transitions between phases of education and into further education, training or employment.

Independent Living

Schools will support pupils to develop increasing independence appropriate to their age and stage of development. This may include:

- Organisation and self-management skills.
- Decision-making and problem-solving.
- Personal care and self-help skills where required.
- Travel training and community awareness.
- Developing confidence in managing everyday routines and responsibilities

Community Inclusion and Participation

We believe all pupils should have opportunities to participate fully in school and community life. Schools will:

- Promote participation in extracurricular activities, educational visits and enrichment opportunities.
- Encourage pupils to develop friendships, social networks and positive relationships.
- Support pupils to access community resources and opportunities.
- Foster a sense of belonging, contribution and active citizenship.

Health and Wellbeing

Schools will work collaboratively with families, health professionals and external agencies to support pupils' physical, emotional and mental wellbeing. This includes:

- Promoting emotional resilience and self-advocacy.
- Supporting pupils to understand and communicate their needs.
- Encouraging healthy lifestyles and positive wellbeing.
- Helping pupils develop confidence in making informed choices about their future.

Person-Centred Planning

The views, wishes and aspirations of children and young people will be central to all preparation for adulthood planning. Schools will actively seek and value pupil voice, ensuring that young people are supported to contribute meaningfully to decisions about their education, support and future goals.

Transition Planning

The Trust recognises that successful transitions are critical to positive outcomes for pupils with SEND. Schools will work collaboratively with pupils, parents/carers, receiving settings and relevant professionals to ensure transitions are planned carefully and support is put in place to meet individual needs.

For pupils with EHCPs, preparation for adulthood outcomes will be considered as part of annual review processes and transition planning, particularly from Year 9 onwards, in accordance with the SEND Code of Practice.

13. Staff Training and Professional Development

To ensure that staff are equipped to meet the needs of students with SEND, we will:

- Provide ongoing professional development and training on identified SEND priorities within the Trust
- Offer opportunities for staff to work with external professionals to gain insights into best practices for supporting students with SEND.
- Share successful strategies and resources across schools within the Trust through SENDCo Networks.
- Facilitate dedicated professional development on statutory Individual Support Plans (ISPs), National Inclusion Standards, and evidence-informed adaptive teaching strategies.

14. Policy Review

This policy will be reviewed annually to ensure it remains in line with current legislation, reflects best practice, and continues to meet the needs of children and young people with SEND across the Trust.

Pele Trust is committed to continuous improvement in SEND provision. We recognise that inclusive practice continues to evolve through research, national policy and collaboration with children, families and professionals. The Trust will regularly review its practice to ensure provision remains evidence-informed, equitable and responsive to the needs of all learners.

This policy should be read in conjunction with the Pele Trust Complaints Policy, Accessibility Plan, Equality Policy, Attendance Policy, Safeguarding and Child Protection Policy, and each school's SEND Information Report.