



Trust Statement of Entitlement for Pupils with SEND

Mission Statement:

At the Societas Trust, we are committed to providing inclusive and supportive environments for all our pupils, particularly those with special educational needs and disabilities (SEND). We believe that every child has the right to quality education and the opportunity to thrive.

Vision:

Our vision is to create nurturing environments, where all children, regardless of their individual needs, are valued, respected, and empowered to reach their full potential. We strive to promote high expectations for all learners and to work collaboratively with our settings, families and external agencies to ensure the best outcomes for our pupils.

Aims:

Identification and Assessment: Each of our settings actively identifies students with SEND through robust assessment processes and regular monitoring. We aim to understand each individual's needs thoroughly to tailor our approach effectively.

Inclusive Practices: We promote inclusive teaching strategies that support diverse learning styles and needs. We integrate adaptive teaching strategies, adaptive technologies (as appropriate), instruction and individualised support plans tailored to each pupil's needs. Our inclusive practices extend beyond the classroom, ensuring that all activities are accessible and welcoming to pupils with diverse needs. Our staff receive continuous professional development to ensure they are equipped to meet the needs of all students.

Personalised Support: We create individualised plans for students with SEND, outlining specific goals, support strategies, and progress measures. These plans are reviewed regularly in collaboration with pupils, parents, and relevant professionals.

Partnership with Families: We recognise that parents and carers are key partners in the education process. We engage with families through regular communication, workshops and consultations to ensure they are involved in decision-making and support.

Network of Expertise: we strive to create a network of expertise across the Trust, facilitating collaboration and learning from each other's successes and challenges in SEND education. Regular network meetings, CPD and peer mentoring opportunities enhance our teachers' expertise and ensure high-quality education for pupils with SEND.

Collaboration with External Agencies: We work closely with external professionals and agencies to enhance the support available to our pupils. Each setting is allocated support from an Educational Psychologist as a core offer. Settings also access other support that may include speech therapists, behaviour support and other specialists.

Promoting Independence: We aim to equip students with the skills and confidence needed for greater independence. This is through adaptive teaching strategies that scaffold and guide pupils through to higher levels of independence and resilience.

Celebrating Achievements: At the Societas Trust, we recognise and celebrate a wide range of achievements beyond academic performance. We aim to foster an environment where every pupil's unique talents are valued, ensuring every child feels successful and motivated to reach their full potential.

Monitoring Progress: We regularly review the effectiveness of our SEND provision during our regular Academy Performance Reviews (APRs). Settings also gather feedback from pupils, parents, and staff to drive continuous improvement.

Roles and Responsibilities

Local Authority: Responsible for provision for pupils with SEND, ensuring adherence to the SEN Code of Practice 2014.

Societas Trust: Members and Directors ensure each academy adheres to policies for pupils with SEND, promoting inclusive practice and equal opportunities.

Local Governing Bodies: Ensure regular monitoring of SEND provision effectiveness and address complaints in line with academy policies.

Class Teachers and Support Staff: Responsible for delivering Quality First Teaching and supporting pupils with SEND under the guidance of the SENCo or external agencies.

Parents/Carers: Encouraged to work in close partnership with academies, supporting their children at home and attending meetings and appointments.

Funding and Training

Notional SEND Budget: Funding for pupils with SEND is devolved to each academy based on the percentage of SEND children. Support, interventions, and resources are matched to each child's needs.

EHC Plans: Part-funded by the Local Authority and the named academy.

Professional Development: Academies commit to high-quality CPD for all staff. SENCOs and Inclusion Leaders undergo continuous training and are experienced, qualified teachers. Recruitment processes ensure staff working with pupils with SEND are suitably trained.