Cumbria Education Trust

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Special Educational Needs and Disability (SEND) Policy (Part 1)

DOCUMENT CONTROL

Document Title	CET Special Educational Needs and Disability (SEND) Policy (Part 1)	
Version Number	007	
Status	Approved	
Publication Date	September 2026	
Policy Owner/Author	Director of Education: Inclusion and Personal Development	
Review Date	September 2027 or sooner in light of any legislative changes	
Approved/Ratified by	Trust Board	**Date**: 30 September 2026

Please note that a record of the changes made to the original issue of this document can be found at Schedule 1 after any Appendices to the Policy/Procedure.

1. INTRODUCTION

Cumbria Education Trust (the Trust) is committed to ensuring that services are accessible as far as is reasonably possible to all its employees, students, and stakeholders regardless of their race, special educational need and/or disability, gender, age, or religion.

The Trust's Special Educational Needs and Disability (SEND) Policy is sectioned into 3 parts. The Trust Policy (Part 1) is a statement of intent and applies to all activities and responsibilities of the Trust. The organisation of the SEND Policy (Part 2) is academy specific and states how this is managed and organised within an establishment with specific SEND roles and responsibilities assigned. Part 3 states how academies will manage and implement SEND policy and procedures and includes the Accessibility Plan.

The Trust is an advocate of inclusive education and as such aims to ensure equality of opportunity for all stakeholders; this includes a suitable transition pathway into adult life for all pupils.

All Trust academies have rigorous systems that ensures the tracking of progress for all pupils including sub-groups on the Code of Practice.

The academies have student support structures which aims to support the needs of all pupils academically, socially, and emotionally and provide opportunities which are accessible and made available to pupils.

The SEND Policy is intended to respond to the spirit as well as the letter of the Equalities Act and the Special Educational Needs and Disability regulations 2014.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all of the Trust community benefit equally from our activities and opportunities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a protected characteristic group. Protected characteristics | Equality and Human Rights Commission (equalityhumanrights.com).

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief, or gender.

Indirect discrimination is when there are rules or procedures that have an effect of discrimination against certain groups of people.

The Trust and its family of academies will have the responsibility for ensuring the SEND Policy is adhered to.

2. AIMS, OBJECTIVES AND INTENTIONS

The Trust is committed to continually improving provision and in turn outcomes to meet the academic and aspirational outcomes of all students. This approach will be used as the basis of a personalised next step approach to their educational experience.

2.1 The Trust aims to provide a broad and balanced curriculum, which is adapted to meet individual needs and abilities of its community. Specialist seating and equipment is provided where necessary to ensure access throughout all of our buildings and curriculum areas.

Children may have SEND throughout or at any time during their academy career. This policy ensures inclusive curriculum planning and an inclusive assessment procedure, including specialist assessments which take account of the type and extent of the difficulty experienced by the pupil/student.

All staff are expected to plan for a student's Special Educational Needs and/or Disability, enabling them to participate effectively in all curriculum, assessment, extra-curricular activities and the broader aspect of academy life as far as is reasonably possible.

2.2 The aims and objectives of this policy are:

- To identify pupils with SEND as early as possible;
- To continue to make adaptations to the academy environment that meets the special needs of each pupil. Each academy will have an Accessibility Plan;
- To ensure all pupils have equal access to a broad, balanced, and inclusive curriculum which is supported efficiently for those students with SEND;
- To promote equality of opportunity in wider and extra-curricular activities;
- To support and encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- To support and encourage pupils to be fully involved in their learning;
- To make clear the expectations of all partners in providing provision for pupils with special educational needs;
- To ensure parents have the opportunity to contribute to their child's SEND assessment and support and that they are kept fully informed and are engaged in effective communication about their child's SEND provision;
- To promote independent learning for all as far as possible;
- To regularly assess, monitor and review progress of students on the Code of Practice;
- To work effectively with external agencies and the community to deliver the necessary support, aiming for timely contribution to the assessment, support, monitoring, and review process.

2.3 The Trust will adhere to:

- The Academies Act with regards to funding agreements.
- The Education Act.
- The SEND Code of Practice.

- The need for all SENCOs to be qualified on appointment or within 3 years of appointment.

2.4 The Trust will ensure that all part 2 and 3 academies and procedures adhere to the SEND Code of Practice.

SCHEDULE 1

DOCUMENT CONTROL – RECORD OF CHANGES

Version Number:	Publication Date:	Nature of, and Reason for, Change(s)
001	March 2017	Original.
002	March 2018	
003	March 2019	
004	September 2019	
005	September 2020	
---	September 2021	Reviewed – no changes required.
---	September 2022	Reviewed – no changes required. Awaiting the outcome of the SEND Review 2022.
006	September 2023	Reviewed and amendments made.
007	September 2024	Reviewed and minor amendment made to 2.2.
---	September 2025	Reviewed and no changes required.
---	September 2026	Reviewed and no changes required.