



Warrington Primary Academy Trust Special Educational Needs & Disability (SEND) Statement 2024/25

Introduction

This statement outlines the current SEND provision within Warrington Primary Academy Trust. The individual policies are available via the school websites.

All schools within the Trust have undertaken a collaborative exercise to review school policy and SEND reports for the upcoming academic year.

Scope

WPAT schools are committed to offering an inclusive curriculum and environment to ensure the best possible progress for all our pupils whatever their needs and abilities.

We aim to develop an ethos of care, empathy and understanding. This is essential when supporting children with Special Educational Needs and Disabilities (SEND). All children are given the opportunity to progress in their learning in a positive way. We believe that every child should be able to achieve their full potential. We deliver high quality teaching that is adapted, scaffolded, and personalised to meet the individual needs of pupils through high quality teaching. This ensures all pupils have opportunities to excel in all areas of our personalised and enriched curriculum. We believe that quality and effective Special Educational Provision is underpinned by high quality teaching.

A pupil has a Special Educational Need or Disability (SEND), where their learning difficulty or disability calls for Special Educational Provision, namely provision **different from or additional to** that normally available to pupils of the same age. We must also consider evidence that a pupil may have a disability under the Equality Act 2010 and we will make reasonable adjustments for them to ensure they achieve our expectations.

The views, wishes and feelings of the parents/carers and pupil will form a fundamental component of our SEND provision. We will ensure that the parents/carers and pupils will be provided with the information and support necessary to participate as fully as possible in any decisions made.

We will support the pupil and the parent/carer to facilitate the development of the pupil and to help them achieve the best possible educational, social, emotional and development outcomes, preparing them effectively for the next stage in their life.

Intent:

- To develop a Trust where every teacher is a teacher of SEND and that every school leader is a leader of SEND.
- To develop a collaborative framework to provide inclusive practice across WPAT and to plan Trust wide improvement of the provision for all children with SEND.

- To ensure there is accurate, and consistent, identification of *need* so that resources can be mapped, and provision planned for learners with SEND for greatest impact. 'Special Educational provision is underpinned by high quality teaching and is compromised by anything less', SEND Code of Practice 2014 (updated Sept 2024).
- To ensure a child centered and coordinated approach that meets individual needs.
- To ensure all teachers are provided with relevant, quality CPD, to support and drive improvement.
- To ensure good practice is shared across the MAT through collaborative networks.
- To ensure practice is moderated and evaluated by independent and internal quality assurance reviews.
- To ensure every Trust school has a Special Educational Needs Co-Ordinator with the relevant qualifications to fulfil the role.
- To have a well-informed SEND link Governor in every Trust school.
- To provide information and training for SEND link Governors enable them to appropriately challenge and support.
- To know and accurately interrogate the progress individuals make from their individual starting points, not just attainment, to enable accurate reflection of impact of provision.
- To develop and implement a graduated approach to identification of need and ongoing provision.
- To implement a 'plan, do, review' approach.
- To develop effective practice and to be a MAT that is outward facing and proactively develops effective multi agency partnership working both across WPAT, LA, Social Care and other agencies and all interventions are enacted in a timely manner, evaluated and impactful.
- To ensure SEND provision reflects current SEND Policy, reflecting and embedding latest research and evidenced based practice.
- To create a culture and ethos that actively welcomes and engages parents and carers of learners with SEND.
- To implement well established, universally known, and well-articulated policy and protocols that are easy to understand and implement.
- To develop effective partnerships with parents/carers and the wider community.
- To ensure children's entitlement is met in line with the SEND Code of Practice and the Equality Act (2010), all children have an entitlement to have their requirements met.

WPAT takes its SEND responsibilities seriously and has oversight of the following:

- Providing delegated responsibility to LGCs and Headteachers to deliver policy
- Promoting high standards of education for all children including those with SEND
- Ensuring that needs of children with SEND are identified and assessed quickly and matched by appropriate provision
- Ensuring high quality support is provided for children with SEND
- Developing close partnerships with parents/carers, school, health and social services in order to provide coordinated provision
- Developing systems for monitoring and accountability for SEND through consultation with schools
- Providing for the inclusion of children with SEND in mainstream schools and monitoring and reviewing the role and quality of SEND support services

All schools are guided by current Legislation and guidance:

WPAT school's policies and SEND report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, 2014 – updated Sept 2024 and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report.