



SEND and Inclusion Policy

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4.1	January 2021	SE	Additional information added to section 10. complaints
5.0	July 2022	SENDCo Network	Annual review. Updated SENDCo contacts.
6.0	October 2023	SENDCo Network	Annual review Updated contacts – added information and minor changes to reflect current practice.
7.0	July 2024	SENDCo Team	Annual review – minor changes and updated SENDCO contacts
8.0	May 2025	SENDCo Team	Annual review – adjustments made SENDCO contact details will need amending for Banwell and Walliscote.
8.1	July 2026	SENDCo Team	Policy review due – no updates as a detailed review is underway to align with the DfE White Paper.

Contents

1. Introduction.....	4
2. Aims.....	4
3. Objectives.....	5
4. Identifying Special Educational Needs and Disabilities.....	5
5. A Graduated Approach to SEND Support.....	6
6. Supporting Children and Families.....	7
7. Admissions	7
8. Accessibility	7
9. Supporting Children with Medical Conditions	7
10. Complaints	8
11. Supporting Documents.....	8
12. Review and Evaluation	8
Appendix 1 - SENDCo Contacts within ELAN	9

1. Introduction

At the Extend Learning Academies Network (ELAN) we strive to ensure that all pupils are fully included in all aspects of school life. All young people in our care including those identified as having additional needs, referred to legally as, 'Special Educational Needs and Disability' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a Multi Academy Trust (MAT) we value and respect personal qualities and the needs of individual students within our schools. We are committed to providing a safe, secure but challenging learning environment where all children feel confident and able to flourish regardless of their special need or differences.

We understand that some children may require more support than others. If all children are to achieve their full potential, we must recognise this and plan accordingly. Children may have additional needs either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for children with these additional needs takes into account the type and extent of the needs experienced by the child. Some of these children may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

All ELAN schools ensure their sites are accessible to all and provide adapted facilities for those who require it.

Within the trust we host two specialist autism resource hubs at Milton Park Primary School and Mendip Green Primary School, a specialist resource hub for children with moderate learning difficulties at Locking Primary School and a specialist hearing and language base at Mendip Green Primary School. Places are allocated by the local authority in consultation with host schools based on individual needs and provision outlined within the EHCP and service level agreements.

Two additional Nurture hubs at Bournville Primary School and Mead Vale Primary School support the graduated response offer for children on roll within these schools.

2. Aims

All ELAN schools aim to be inclusive schools, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children and to raise the aspirations and expectations of all learners.

This means that equality of opportunity must be a reality for all our children.

We make this a reality through providing a focus on outcomes for children and young people and not just on hours of provision / support and through the attention we pay to the different individuals and groups of children within our school:

- gender groups
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with additional learning needs
- able and talented children
- children who are at risk of disaffection, suspension or permanent exclusion
- travellers
- asylum seekers/refugee status

3. Objectives

All ELAN schools undertake to:

- Work within the guidance provided in the SEND Code of Practice, 2014
- Ensure the trust's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is addressed and eradicated
- Identify barriers to learning and participation, and provide responses appropriately to address this
- Ensure all pupils have access to an appropriate curriculum adaptations and adjustments
- Recognise, value and celebrate pupils' achievement, however small
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all school staff, governors and parents in inclusion issues
- Operate a "whole pupil, whole school" approach to the management and provision of support for children with additional needs and disabilities
- Provide a dedicated SEND Coordinator (SENDCo) responsible for the children within a particular school/s who will work within the SEND and Inclusion Policy. A full list of the SENDCo's and the school they generally work in is provided in Appendix 1.

4. Identifying Special Educational Needs

'A pupil has 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND Code of Practice 2014, 6.15)

At ELAN we recognise the importance of early identification of needs to ensure that children within our schools are able to reach their full potential. Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs. This includes:

- Social, Emotional and Mental Health difficulties
- Speech, Language and Communication Needs
- Cognition and Learning (including Moderate and Severe Learning Difficulties)
- Sensory and / or physical needs

The purpose of identification is not to fit children into one of these categories but to work out what action the schools need to take in order to address a child's particular needs. Our staff work closely with parents / carers, the child and external professionals to ensure a clear picture of the whole child. This allows the school to put the best provision in place to meet the needs of each individual child.

ELAN recognises that other factors may also impact on progress and attainment for children within our schools. Such things as:

- Disability, including some medical conditions (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (any child with English as an additional Language)
- Being in receipt of Pupil Premium Grant

- Being a Child Looked After
- Being a child of Service personnel
- Adverse Childhood Experiences (ACE's) and the impact of these upon learning and relationships

5. A Graduated Approach to SEN Support

All ELAN staff have high levels of skills, knowledge and expertise in providing first class education for all children, regardless of need. ELAN adopts a graduated approach to SEND.

High quality inclusive teaching, adapted for individual children, is the first step in responding to pupils who have or may have additional needs before they are put onto the SEND register. Initial rounds of the assess-plan-do-review cycle of the graduated response sit with the class team as they explore the learning needs of an individual.

If a child continues to have difficulties or to make inadequate progress, a referral is made to the dedicated SENDCo for more specific and individual support. At this point a child may be placed on the SEND register at SEND support level (targeted) and parents will be informed.

Whilst this is the aim, there may be children whose needs present at a high level and need to be placed upon the register immediately.

Any child requiring support within school from an external agency will be placed upon the register as SEND Support. Parents will always be contacted and consent obtained before any referrals to external agencies are made.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

All ELAN schools regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to support vulnerable children and their knowledge of the needs most frequently encountered.

All ELAN schools firmly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to make special educational provision is made by the dedicated SENDCo in partnership with the school leadership team.

The teacher and SENDCo consider all the information gathered from within the individual school about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

For children with higher levels of need, the individual school works closely with external agencies and professionals through regular meetings and reports. All ELAN schools encourage parents / carers and, where appropriate, children to contribute to these meetings as we believe it is important to gather a picture of the child as a whole, through the inclusion of both pupil and parent / carer voice.

Parents / carers and children, where the child has a higher level of need, are invited to provision meetings at least 3 times a year where outcomes can be reviewed and new ones set. We value the contribution of parents / carers at these meetings and believe that they help to provide a more holistic support for the child.

The SEND register is regularly reviewed (a minimum of twice a year) and children no longer requiring additional support will be removed from the register. It is important to all ELAN schools that the SEND register reflects the level of need within the individual schools and that children do not remain on the register if they no longer have additional needs.

Once a child has been taken off of the register they can be put back on at any time if their needs change.

6. Supporting Children and Families

ELAN values the contribution and support from parents / carers and recognises the importance of working with parent / carers to support children with additional needs. The individual school websites have detailed SEND sections which are regularly updated.

We work closely with the Supportive Parents organisation, now called [SEND and You SENDIAS](#) to evaluate and share our practices. We also regularly work with a variety of external agencies including: Community Paediatrics, Physiotherapy, Occupational Therapy, SALT, EP Service, CAMHS, Social Care, Disabled Children's Team, the Voyage Learning Campus, PCSOs and the local Police force. This allows us to ensure that we are able to provide or to signpost the best possible support for children and families.

7. Admissions

Schools accept admissions throughout the year dependent on numbers on roll.

Children with EHC plans, who are seeking school or specialist resource hub placements, are considered in collaboration with the Local Authority SEND team. For full details on the admissions process, please see the Admissions Policy or contact the individual school directly.

8. Accessibility

Through regular training and high quality teaching, barriers to learning are quickly removed and identified. When children with potential access difficulties start school, the SENDCo and teachers of that school work closely with external agencies to ensure appropriate training, modifications to the environment and provision is in place to support that child.

Delivery of information to both parents / carers and children is adapted, as necessary, on an individual basis. All ELAN schools adopt a positive, solution focused approach to all children.

For further information on accessibility, please see ELAN Accessibility Policy.

9. Supporting Children with Medical Conditions

ELAN recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some

children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

See schools Supporting Children with Medical Conditions Policy for further information.

10. Complaints

ELAN have policies in place that aim to resolve problems swiftly, fully and efficiently at the earliest opportunity. Any queries, concerns or complaints about SEND provision by parents or carers should initially be raised informally, whether by e-mail, letter or a telephone conversation with the school's SENDCo. The SENDCo will investigate and use reasonable endeavours to follow up with the parent/carers within 5 school days from receiving the complaint. If this contact does not resolve the matter, parents/carers should follow the formal process, as set out in our Complaints policy and procedure which is on the ELAN website in addition to the websites of the individual schools.

You may find speaking with your [local information, advice and support service](#) helpful. This body is independent of the local authority and can provide impartial advice about the law on SEND, local SEND arrangements and support for your child's needs.

11. Supporting Documents

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jul 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jul 2014)
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Admissions Policy
- Complaints Policy
- Teachers Standards 2015

12. Review and Evaluation

This policy will be reviewed annually and checked for continuing relevance against any statutory requirements and Local Education Authority advice.

Appendix 1 - SENDCo Contacts within ELAN

School	SENDCo	Contact details
Banwell Primary School	Amy Jones	01934 822498 sendco@banwell.extendlearning.org amy.jones@banwell.extendlearning.org
Bournville Primary School	Jenny Niblett Genette Rawle	01934 427130 Jennifer.niblett@bournville.extendlearning.org Genette.rawle@bournville.extendlearning.org
Locking Primary School	Amy Jones	01934 822867 amy.jones@locking.extendlearning.org sendco@locking.extendlearning.org MLD Resource Base Lead: sian.fox@locking.extendlearning.org
Mead Vale Primary School	Emma Martin	01934 511133 sendco@meadvale.extendlearning.org
Mendip Green Primary School	Ashleigh Melhuish Natasha Barnes Kerry Neate Sarah Barton Lisa House	01934 513791 ashleigh.melhuish@mendipgreen.extendlearning.org natasha.barnes@mendipgreen.extendlearning.org Kerry.neate@mendipgreen.extendlearning.org ASD Resource Base Lead and SENDCO: lisa.house@mendipgreen.extendlearning.org Hearing and Language Resource Base Lead: sarah.barton@mendipgreen.extendlearning.org
Milton Park Primary School	Sam Adams Laina Pettifor	01934 624868 senco@miltonpark.extendlearning.org Laina.pettifor@miltonpark.extendlearning.org Samantha.adams@miltonpark.extendlearning.org (maternity leave 2026-27)
Oldmixon Primary School	Lindsay Avci Amanda Martin	01934 812879 send.oldmixon@oldmixon.extendlearning.org
Walliscote Primary School	Claire Hardwidge	01934 621954 send@walliscote.extendlearning.org Claire.hardwidge@walliscote.extendlearning.org
Windwhistle Primary School	Caroline Madeley	01934 629145 caroline.madeley@windwhistle.extendlearning.org
ELAN	SEND Lead and Inclusion Partner Cat Wright	01934 313390 Cat.wright@extendlearning.org