



Enhance Academy Trust | Encourage | Help | Achieve | Nurture

SEND Strategy

January 2025 – Updated November 2025





Introduction

Our Strategy

Our SEND Strategy demonstrates a commitment and responsibility between our Members, Trustees, Local Governors and all staff in ensuring that the Trust effectively meets the needs of children and young people.

Who is the SEND Strategy for?

The SEND Strategy is for all staff working within Enhance Academy Trust, who are working together to action and achieve the ambitions set out within it. It is also for families and young people, to understand the actions of the Trust are taking to deliver intentionally inclusive, excellent education across our schools.



OUR VISION FOR SEND

We believe that SEND is everyone's business and through this SEND Strategy, we would like to share our vision, aspiration and priorities for developing support and provision for children and young people with special educational needs and disabilities in our schools. Our Trust strives to support and encourage our young people with SEND to reach their full potential and therefore it is important that we continually improve our services to reflect this and to ensure that we can adapt to any changes in needs.

Our schools are operating with increasing local need and amid significant challenge, within the wider context of an ever-changing national policy environment. Enhance Academy Trust already has an extensive and rich range of inclusive education provision, from Early Years through to Post 16. Our ability to develop and increase provision in line with demand will be essential to meet the outcomes of our children and young people in the future.



This strategy identifies our key priorities in relation to SEND, which will be monitored and delivered. There will be ongoing reviews to ensure that we remain focused on the right priorities and make solid progress to achieve them to ensure we are able to improve outcomes for the children and young people with SEND across our Trust.

Critical to the success of the SEND Strategy is the important role parents and carers play and we believe that by further strengthening relationships and working together with families and young people within our schools, we will deliver developments that will meet the needs of young people in line with the SEND ambitions in this strategy.





Context – Where are we now?

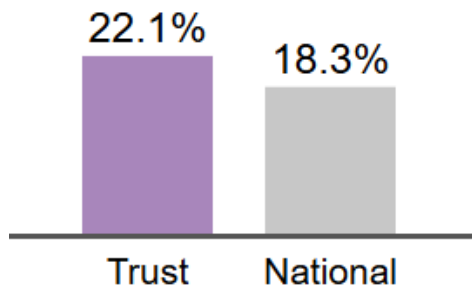
Enhance Academy Trust works within the statutory requirements and guidance of the Children and Families Act 2014 and the SEND Code of Practice and the clear agenda of SEND reform and culture change:

- a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families;
- a strong focus on high aspirations and on improving outcomes for children and young people;
- using best endeavours to make sure that a child with SEN gets the support they need– this means doing everything possible to meet a child's SEN;
- ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- publishing an SEN Information Report for each school detailing support, services and provision, how to access it and how to raise concerns





Primary Context – Nov 2025



	# Pupils	% Pupils	National
SEN Support	660	18.4%	14.8%
EHC Plan	133	3.7%	3.5%

Current Trust data shows that **660** pupils are identified as SEN Support (SEN K)
This is well above the national average.

Current Trust data shows that **133** pupils are supported by an Education, Health and Care Plan (EHCP) – this has increased from last year and is above the National Average

In total, **793** pupils are identified as having a Special Educational Need (SEN)
This is above the national average and has increased from last year.





CAPA College Context

In total, **61** students are identified as having a Special Educational Need (SEN)

Current College data shows that **54** students are identified as SEN Support (SEN K)

Current College data shows that **7** students are supported by an Education, Health and Care Plan (EHCP)

The most common type of need is Specific Learning Difficulty, followed by Social, Emotional & Mental Health





School Context – Nov 2025

In Enhance Academy Trust, we serve a diverse range of communities across Wakefield, Kirklees and Barnsley and as such, each school has its own unique profile. We believe that working together enables each of us to travel further than we could go alone. However, we remain very respectful of the vibrant and individual character of each school and the place it has at the heart of its community.

Our vision is to add value and enable school leaders to develop the individual character of our academies so they can best serve their local communities.

SCHOOL	SEN K	EHCP	NON-SEN
Batley Parish	17.0%	6.0%	77.0%
CAPA College	10.6%	1.4%	88.0%
Christ Church	25.8%	6.1%	68.1%
Diamond Wood	22.1%	2.7%	75.2%
Dodworth St John	19.8%	2.0%	78.2%
Featherstone All Saints	17.1%	4.5%	78.4%
Highburton	6.2%	1.2%	92.6%
Horbury Bridge	15.8%	3.3%	80.9%
Lepton	9.5%	1.2%	89.3%
Overthorpe	29.1%	2.1%	68.8%
Royston St John	20.1%	1.9%	78.0%
Sandal Magna	18.0%	2.0%	80.0%
St Botolph's	17.9%	7.3%	74.8%
St Giles	21.4%	3.0%	75.6%
St Helen's	14.8%	7.6%	77.6%
St Mary's	9.7%	1.9%	88.4%
St Michael's	20.5%	3.8%	75.7%



Enhance Academy Trust | Encourage | Help | Achieve | Nurture

Our Key Priorities



Key Priorities

Priority 1: Outcomes

Ensure precise analysis of the educational requirements of pupils across the four broad areas of need to enable a deeper understanding and ensure the best possible outcomes

Priority 2: Leadership

Ensure a whole-school approach to SEND, with strong corporate responsibility that begins with every leader viewing themselves as a leader of SEND.

Priority 3: Teaching & Learning

Ensure that all pupils consistently have access to high-quality teaching that removes barriers to learning and participation and provides an education that is appropriate for their needs, promotes high standards and ensures all pupils fulfil their potential.

Priority 4: Quality of SEN provision

Ensure that the provision for those pupils who require an alternative offer to a mainstream curriculum alongside their peers is well-planned, intentional and meets their needs effectively.



Pupils First

As a Trust we are committed to actively soliciting and acting upon the perspectives of children and young people with SEND, including using various methods to gather their views, such as surveys, discussions, and informal feedback, and ensuring these perspectives are considered in decision-making processes that affect their lives and on matters pertaining to school life, development, review and delivery.

What does this look like in our SEND strategy and practice?

Gathering pupil voice through formal and informal methods. Utilising both formal methods like school councils, pupil surveys and through the Assess>Plan>Do>Review cycle. Informal methods like breaktime discussions, circle time, and family groups are also used.

Using a variety of formats: Offering different ways for pupils to share their views, including written feedback, verbal discussions, visual aids and creative expressions.

Considering accessibility and anonymity by ensuring that all methods of collecting pupil voice are fully accessible to pupils with diverse needs. Providing support and adjustments as needed. We will also promote the use of anonymous surveys/suggestion boxes to encourage honest feedback.

Implementing Pupil Voice through involving pupils in decision making, sharing the results of pupil voice initiatives with other pupils, continuously monitoring and reviewing pupil voice initiatives, and providing training for staff on how to inclusively and effectively gather the voice of pupils with SEND.

Building trust between staff and pupils by actively listening and taking concerns/feedback seriously





Priority 1

Ensure precise analysis of the educational requirements of pupils across the four broad areas of need to enable a deeper understanding and ensure the best possible outcomes

Actions

- Provide CPD for schools (Heads, SENCOs, EY Leaders, teachers) on SEND, the four broad areas of need and Specific Areas of need
- Agree a consistent criteria for identification and recording of SEND - as part of a graduated approach in line with DfE guidance
- Raise awareness of the Equality Act 2010 and the use of reasonable adjustments to support pupils with a disability
- Introduce a standardised approach that contributes to early identification of pupils with SEND including: wider staff accountability through Cause for Concern processes; transitional support; agreed expectations for the 'Monitoring' of Non-SEND pupils; external & internal specialist advice; screening/assessment; and SENCO attendance at all Pupil Progress meetings
- Ensure regular and formal opportunities for EYFS and SEND Leads to work together to ensure that identification in the early years is underpinned by a strong EY offer
- Develop a shared 'SEND & Inclusion' resource bank which contains tools to support the identification of needs, as well as information about the application of a graduated approach and provision linked to each broad area of need
- Develop and share a bank of agreed screening/assessment resources, as well as recommended interventions, to inform the identification of SEND and provision in place
- Ensure all pupils on the SEND register are supported through a termly Assess>Plan>Do>Review cycle which is co-produced by teachers, parent/carers, any relevant stakeholders, and which considers the voice of the child. All SEND plans in place will promote and evidence the use of any appropriate access arrangements.
- High expectations during target setting for pupils with SEND begins with the ambition that those without significant and complex cognitive delay can achieve in line with their peers
- At a Trust level, audit the completion of SEND training, the application of recommended SEND identification processes and subsequent provision / interventions in use

When we get this right

- Children and pupils with additional needs will be swiftly and accurately identified. They will be supported with highly effective resources, support and interventions that fully meet their needs.
- School leaders will be able to evidence that learners with SEND achieve the best possible educational and wider outcomes across all year groups, and across all subjects.
- Pupils with SEND feel heard and there is regular pupil voice informing evaluation and next steps
- The strong relationships with parents/carers lead to impactful contributions and maximise provision and outcomes for pupils with SEND.
- School leaders and teachers will analyse and have a deep understanding of the educational requirements of pupils across the four broad areas of need.
- Pupils with SEND will be well prepared for the next stage in their education.
- The achievement of pupils with SEND is significantly above national and is worthy of sharing.



Priority 2

Ensure a whole-school approach to SEND, with strong corporate responsibility that begins with every leader viewing themselves as a leader of SEND.

Actions

- Instruct all leaders to prioritise the needs of pupils with SEND in Academy Improvement Plans/ Phase Actions Plans/Subject Leader Plans
- Through reviews, CPD, and ongoing development opportunities, all SENCOs (and HTs) understand the SEND leadership role in relation to statutory requirements, with leadership support targeted to new SENCOs and priority settings
- Half-termly SENCO networks and school-to-school support enable the sharing of best practice
- Allocate time for HTs and SENCO to familiarise themselves with the new Ofsted toolkit on Inclusion, Teaching and the Curriculum for pupils with SEND. Self-evaluate against this. HT to disseminate to appropriate to appropriate staff including DSLs
- Develop curriculum toolkits for each subject that provide recommended adaptations for pupils with SEND so they are not disadvantaged when learning in that subject
- Provide supportive tools and research guidance to inform CPD for subject leaders (delivered by HTs and SENCOs) on subject-specific SEND adaptations, to build confidence in application & articulation
- Ensure school leaders are monitoring all aspects of provision for pupils with SEND, including across subjects by subject leaders (this should include case sampling and pupil voice)
- Leaders frequently analyse the attendance and persistent absence of pupils with SEND
- Ensure school systems enable leaders to frequently analyse the suspensions and behaviour information for pupils with SEND
- Leaders frequently review, and if needed enhance, the leadership opportunities and wider experiences available to all pupils, especially those with SEND or who are disadvantaged
- Leaders actively embrace opportunities to engage with parents /carers, especially of those with SEND
- Pupil Premium Strategies in place are robust and in line with DfE recommendations, supporting pupils who are both PP and SEND
- Data systems enable leaders to track the progress of pupils with SEND from their starting points
- SENCOs and school leaders are confident in the articulation and use of data to inform practice. This is supported through the development of a 'SEND on a Page' document
- Governors are fully aware of the SEND strategy and are equipped to provide effective support and challenge

When we get this right

- All schools will have a clear vision for the education of all pupils with SEND that is based on the most up to date research and guidance. CPD will be sought, provided and disseminated to all adults where appropriate and informed by strong strategic oversight from leaders of provision in school
- School leaders and governors will have created a culture and ethos that actively embrace inclusive practice built on best practice and driven by school improvement. They welcome and engage positively with parents / carers of pupils with SEND
- Each SENCO will be on the school's Senior Leadership Team and be line managed by the Headteacher
- The SENCO will be informed and confident in fulfilling their role and articulating their impact on academic and wider outcomes
- The SENCO will work closely alongside the headteacher and other senior leaders to develop a whole school response to SEND and provide clarity on roles and responsibilities. As a result, all adults in school understand and accept they are responsible for the curriculum, progress, behaviour and attendance of all pupils
- Academy Improvement Plans will have clear aims and objectives in place related to SEND, meaning the needs of all pupils are met.
- The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils
- Best practice from across the Trust will be shared to positively impact on provision and outcomes
- Pupils with SEND will be proportionately represented within wider opportunities, and their views voices heard through the leadership positions they hold
- Attendance, persistent absence and suspensions of pupils with SEND will be relentlessly focused on by all leaders



Priority 3

Ensure that all pupils consistently have access to high-quality teaching that removes barriers to learning and participation and provides an education that is appropriate for their needs, promotes high standards and ensures all pupils fulfil their potential.

Actions

- Develop strong partnerships with agencies and experts outside of the Trust so that teachers have access to the best advice and guidance
- Use research and best practice guidance to define what inclusive Quality First Teaching looks like, disseminating to schools
- Arrange frequent meetings with all adults working with SEND pupils to review individual targets and progress being made towards them
- Teachers and TAs are equipped to meet pupil needs within the classroom through accessible SEN plans and access to targeted SEND training (linked to appraisal)
- HTs and SENCOs are equipped and monitor provision, including interventions, for pupils with SEND
- Monitor that Trust documentation, including Subject Specific Adaptations, are being well used by adults working with pupils.
- HTs to ensure that subject leader monitoring routinely considers the lived experiences and attainment of pupils with SEND
- Develop a working party linked to new initiatives including the use of digital technology and artificial intelligence
- Consider pupil and parent voice across the trust of strengths and areas of potential focus in SEND provision
- Learning environments for pupils with SEND promote communication and language development

When we get this right

- All adults in school will have a strong understanding of inclusive Quality First Teaching and strong pedagogical practice
- SENCOs will work closely with class teachers to support the adaptation of the curriculum across all subjects
- Agreed approaches to adaptations for pupils with SEND in each subject are embedded and having an impact
- All adults will have a clear understanding of individual pupil needs and the most effective personalised strategies to support them
- The individual needs of pupils will be effectively and clearly set out to all staff in well written and accessible support plans, that take into account the support and advice from parent/carers, agencies and other professionals
- Learning environments promote language and communication
- Assessment information will be well used to plan and adapt lessons effectively. This will include the use of digital technology and AI
- Outcomes from interventions will be integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.
- Provision will be routinely monitored to ensure agreed SEN plans are being implemented well
- Screening / assessment approaches will be consistent and used to carefully inform and evaluate the impact of interventions
- Approaches towards teaching and learning are informed by pupil and parent voice



Priority 4

Ensure that the provision for those pupils who require an alternative offer to a mainstream curriculum alongside their peers is well-planned, intentional and meets their needs effectively.

Actions

- Trust leaders to meet with all schools who have pupils who require pathway 2 to review responses to the 'Key Considerations' document
- Provide time for schools to develop Pathway 2 curriculum offers
- Any schools considering a Pathway 2 offer will liaise with Trust leaders (considering Key Considerations document), and gather and consider parental and pupil views around preparation for next stage and preparation for adulthood
- Trust leaders QA Pathway 2 curriculum and provision, seeking support from external SEND specialists, as required
- Ensure staff overseeing and delivering alternative curriculums are effectively trained
- Ensure that appropriate assessment systems support the delivery of Pathway 2 curriculum offers and pupil progress
- Ensure learning environments are targeted to support and develop pupil needs (on Pathway 2)
- Establish a culture where any pupil accessing a Pathway 2 curriculum is supported with opportunities to integrate with their peers and working towards an ambitious next step in their education journey
- Ensure robust procedures are in place to support pupils, including those with SEND, when accessing temporary part-time education. Ensure they access a broad and balanced curriculum and all stakeholders are aware of the aim to return to full-time study at a suitable end-point
- Ensure robust procedures in place to support pupils accessing external Alternative Provision

When we get this right

- Leaders in all schools will have a secure understanding of the SEND needs in their schools and ensure appropriate ambitious pathways are established.
- The quality of provision for pupils with SEND will continue to develop, and the amount of resource to support pupils will decrease
- The curriculum will meet the needs of the pupils accessing it. Assessment systems, linked to these specific needs, will ensure leaders robustly evaluate the impact of the provision.
- As a result of high-quality professional development, adults working with pupils across all pathways will be highly skilled. Pupils will make strong progress.
- For pupils accessing external Alternative provision, leaders are assured that pupils are safe, and there is a positive impact on pupils learning and/or wellbeing
- For pupils supported through a partial timetable, robust procedures ensure that there is evidence of reintegration, working towards a defined, short-term end-point wherever possible.

Enhance SEND 'Pathways'

Universal Offer

Pupils who can access the curriculum alongside their peers with careful adaptations and scaffolds, so that the same curriculum is being learned. These pupils should be broadly in line with peers in core subjects, working one year below, or on track to catch up. These pupils may require:

- Accelerated learning to close gaps in previous year group curriculum content
- Typically universal inclusive quality first teaching offer with some elements of short term intervention support and/or external specialist advice and support

The expectation is that by the time they leave school, these pupils are working in line with their peers.

Pathway 1 (Short/Medium Term internal SEND provision support)

Pupils with SEND (SEN K / EHCP)

Pupils who need an element of bespoke provision/intervention that is based on their long-term difficulties around fully accessing the universal curriculum offer alongside their peers.

This may include a combination of whole-class and internal provision support (to access targeted interventions). Core teaching and learning is overseen by their class teacher.

Pathway 2 (Longer Term internal SEND provision support)

Bespoke curriculum offer based on primary need: Integration into class is based on suitability of curriculum to SEND targets



**SLCN
Pathway**

Pathway 3 **(Local Authority Commissioned: Integrated Resource or Satellite Provision)**

