



Trust SEND Principles

“Every teacher is a teacher of SEND and **every leader** is a leader of SEND.”

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Date Approved: October 2025

Next review date: October 2026

Approved by: Trust Senior Leadership Team

1. Introduction - The Trust Vision

Swale Academies Trust is driven by the belief that every child deserves an exceptional education where they are seen as individuals, their unique needs are understood, and their potential is nurtured.

We firmly believe that inclusion is a golden thread woven through every aspect of our Trust, ensuring that all children, regardless of their needs, are fully embraced and empowered to thrive.

The Trust expects all schools to demonstrate high aspirations and expectations for all students, including those with SEND, ensuring that quality first inclusive teaching and a broad and balanced curriculum are delivered to achieve the best possible outcomes for every student.

We are committed to fostering a culture of belonging and equity, where diversity is celebrated and every student feels valued and supported.

2. Trust Aims

- To embed a culture of shared responsibility for inclusion across all Trust schools, recognising that every teacher and leader is a teacher and leader of SEND.
- To ensure the highest standard possible of SEND provision in our Trust schools, reflecting a commitment to continuous improvement.
- To ensure statutory compliance in all Trust schools, adhering to the SEND Code of Practice and other relevant legislation.
- To support schools in fulfilling their statutory duties, providing guidance and resources as needed.
- To drive the strategic development of SEND policies and practice, promoting innovation and best practice.
- To ensure that children enjoy equitable opportunities that enable improved outcomes, well-being, independence, and life chances.

3. Trust Responsibilities

The Trust Board will ensure that:

- In line with the SEND Code of Practice legal requirements, for each academy in the Trust there is a qualified teacher designated as the SENDCO. They must ensure that the appointed SENDCO has completed the National Professional Qualification within 3 years of starting the post, accredited by a recognised awarding body.
- Trust Directors are kept informed about the impact of Trust SEND expenditure and implementation of SEND policy in schools.
- Ensure that each school has a Link Governor(s) for SEND and Inclusion, ensuring robust oversight and accountability.

- The Trust has a SEND Leadership Group that monitors, evaluates, and drives improvement in SEND provision across its schools, using data and evidence to inform its work.

4. Trust SEND Leadership Group Membership

The membership will always consists of:

- One Trust Director
- Director of Primary/ SEND Leadership Group Chair
- Director of Secondary
- SEND Leadership Group Lead
- One Primary SENDco Representative
- One Secondary SENDco Representative
- Representation from the Primary and Secondary SIE (School Improvement Executive) Team

Membership of the team may also include additional practitioners from across the Trust based on expertise and in response to identified strategic MAT needs.

5. Individual School Responsibilities

“**Every teacher** is a teacher of SEND and **every leader** is a leader of SEND and so SEND needs to be woven in and not bolted on to the fabric of each school.”

Individual school responsibilities are:

- To proactively promote equality of opportunity, creating a culture of inclusion for all.
- To actively engage with the work of the SEND Leadership Group and follow up on agreed actions, demonstrating a commitment to collaborative improvement.
- To review and publish the school SEND Policy and SEND Information Report on an annual basis, ensuring transparency and accessibility.
- To provide an annual impact report to Governors, using data and evidence to demonstrate the effectiveness of SEND provision.
- To review and keep all SEND-related policies up to date, ensuring alignment with current legislation and best practice.
- To fulfil statutory requirements as outlined in the SEND Code of Practice, ensuring compliance and accountability.
- To make reasonable adjustments in line with the Equality Act 2010 and in response to individual needs, demonstrating a commitment to equity.

- To understand the Local Offer published by the Local Authority and have regard to their expectations in relation to SEND provision in schools, fostering collaboration with external partners.
- To use their best endeavours to meet individual needs, demonstrating a commitment to personalised support.
- To ensure all staff understand and fulfill their roles and responsibilities relating to SEND, promoting a whole-school approach.
- To provide a broad and balanced curriculum delivered through quality first inclusive teaching, ensuring access for all students.
- To implement robust systems for early identification of SEND needs, enabling proactive intervention.
- To ensure students with special educational needs are fully included in all aspects of school life, promoting participation and belonging.
- To ensure value for money and the most effective and efficient deployment of resources when supporting students with SEND.
- To work in partnership with families and professionals, fostering collaboration and communication.
- To ensure that statutory guidance for students with an EHCP is implemented and reviewed as part of the APDR process, with progress towards outcomes being tracked and reported to the Local Authority through annual review meetings, ensuring accountability.
- To keep abreast of local and national SEND initiatives and updates through attendance at Trust/ local authority network meetings, facilitating continuous professional development.