

Overarching principles:

- At LCT inclusivity underpins our culture and values.
- Learners with SEND and their families will be included in all decision-making processes, reflecting on their learning needs.
- Research and evidence are used to shape provision for learners with SEND.
- Learners with SEND will be supported to achieve aspirational outcomes.

Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
SEND is a whole school responsibility requiring a whole school response.	We have a holistic knowledge and understanding of individual learners.	We work in partnership with learners, families, professionals and the wider community.	All learners with SEND have access to high quality teaching of an ambitious and relevant curriculum.	Additional, bespoke provision meets individual needs.
<p>We will ensure: All leaders promote a whole school approach.</p> <p>All staff are supported to take responsibility for learners with SEND.</p> <p>Strategically planned CPD responds to the needs of learners and staff.</p> <p>SEND is well-resourced and effectively deployed.</p> <p>SEND is a priority within Academy and Trust Development.</p> <p>Relevant and robust SEND systems and processes are in place.</p> <p>Staff are accountable for meeting the needs of learners with SEND.</p> <p>The graduated approach underpins the response to SEND.</p> <p>A rigorous assess, plan, do, review cycle is embedded for all learners with SEND.</p> <p>A tiered model of provision is implemented.</p>	<p>We will ensure: All staff establish positive relationships with learners underpinned by trust and mutual respect.</p> <p>Robust systems and processes are in place to support early and accurate assessment and identification of need.</p> <p>Comprehensive information about learners' needs is gathered from a range of internal and external sources.</p> <p>Information about learners' needs is shared in a clear and timely manner.</p> <p>A collaborative approach across safeguarding, attendance, pastoral and learning is in place for planning and reviewing provision.</p>	<p>We will ensure: The voice of the learner is at the centre of their provision.</p> <p>Engagement of families is actively encouraged and valued.</p> <p>Collaboration with relevant professionals informs quality provision.</p> <p>Strong links are developed with the wider community to support learners and their families.</p>	<p>We will ensure: The curriculum reflects the needs, interests and ambitions of learners with SEND.</p> <p>The curriculum prepares learners with SEND for aspirational next steps.</p> <p>Rigorous quality assurance processes are in place to monitor the effectiveness of high quality teaching.</p> <p>Staff are upskilled to implement high quality teaching.</p> <p>Staff work collaboratively with the SEND Team to create effective learning environments for learners with SEND.</p>	<p>We will ensure: Assessment information is used to inform the planning of appropriate provision.</p> <p>Interventions are evidence-informed and aim to address gaps in learning and support learners' wider development.</p> <p>Additional, bespoke provision is centred around learners' personalised targets.</p> <p>Provision is well-resourced, timely and consistently implemented.</p> <p>Provision is regularly monitored and evaluated for impact.</p>

Outcomes

Learners with SEND will:

- attain ambitious academic outcomes that allow them to access their next steps in education, employment and training
- meet their individual personalised targets
- be able to successfully participate in society.
- know how to keep themselves healthy and safe.

These outcomes have been informed by the national Preparation for Adulthood (PfA) outcomes and the local context.