



Policy: Special Education Needs and Disability Statement

Policy reference no: 026

Date: September 2025

Person responsible for policy: Stephen Dean, Chief Executive Officer

Authorised by: Board of Trustees

Review date: December 2027

This Policy applies to all schools within the Primary QuEST Multi-Academy Trust. Primary QuEST is a Church of England Trust which seeks to ensure all pupils flourish, together in a supportive and caring environment.

Flourishing Together Through LIFE

1. Introduction

- 1.1. Each school within Primary QuEST Trust has its own Special Education Needs and Disability Policy (SEND). These are reviewed annually by Local Advisory Boards and the Board of Trustees and monitored by designated members of these groups.
- 1.2. This overarching statement includes the principles which apply to all schools within Primary QuEST Trust.
- 1.3. Our vision is of an ambitious and diverse family of schools within the county of Gloucestershire that responds strategically to the needs of parents, children and other stakeholders in our community and contributes fully to the provision of excellent inclusive education across the different phases and school contexts.

2. Principles

- 2.1. Primary QuEST Trust is committed to enhancing the learning and life chances of all of its pupils. This means:
 - ensuring that all pupils realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability;
 - ensuring that all pupils with special educational needs and/or disabilities are identified, assessed and adequately supported.
- 2.2. The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:
 - taking into account the views of children, young people and their families;
 - enabling children, young people and their parents to participate in decision making;
 - collaborating with partners in education, health and social care to provide support;
 - identifying the needs of children and young people;
 - making high quality provision to meet the needs of children and young people;

- focusing on inclusive practices and removing barriers to learning;
- helping children and young people to prepare for adulthood.

3. Aims

- 3.1. We aim to ensure that:
- The 2025 SEND Code of Practice is followed, with particular reference to the Schools' Guide to the 0 to 25 SEND Code of Practice;
 - The statutory duties of each school within Primary QuEST Trust are met for pupils with Education, Health and Care Plans (EHCPs);
 - Every child achieves his or her potential regardless of special educational needs and/or disabilities;
 - Pupils are enabled to become independent, resourceful and resilient learners;
 - There is ongoing communication with parents about their child's progress, support and changing needs;
 - The views of the individual pupil are considered when determining the nature of provision made;
 - Pupils are offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
 - Teachers and teaching assistants/teaching partners receive adequate training and information to enable them to support the learning of pupils with SEND in their classes.

4. The Local Offer

- 4.1. Local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.
- 4.2. Schools within Primary QuEST Trust co-operate with each other and the local authority to help it fulfil its duty to develop and publish in the Local Offer an authority-wide description of the special educational and training provision available in schools.

5. School SEND Information Reports

- 5.1. As part of the Local Offer requirements all schools within Primary QuEST Trust publish an annual SEND information report on their websites.
- 5.2. These annual SEND information reports follow the guidance set out in the Code of Practice (May 2015). We ensure all schools within Primary QuEST Trust provide information that is easily accessible by parents and young people and written in clear, straightforward language.

6. Support

- 6.1. Schools within Primary QuEST Trust access support from a range of other professionals, including but not restricted to: Advisory Teaching Service, Educational Psychologists, Play Therapists, Family Support Workers and Families First professionals.
- 6.2. Primary QuEST Trust provides a network for members of staff working with children with SEND and encourages best practice. All SENCOs will complete the National SENCO Award within three years of appointment if they do not already have it and our teaching assistants and teaching partners participate in relevant training activities.

7. Biblical Underpinning for Church of England schools

Mark 7. 31-37 Jesus Cures a Deaf Man

31 Jesus returned from the region of Tyre, and went by way of Sidon towards the Sea of Galilee, in the region of the Decapolis. 32 They brought to him a deaf man who had an impediment in his speech; and they begged him to lay his hand on him. 33 He took him aside in private, away from the crowd, and put his fingers into his ears, and he spat and touched his tongue. 34 Then looking up to heaven, he sighed and said to him, 'Ephphatha', that is, 'Be opened.' 35 And immediately his ears were opened, his tongue was released, and he spoke plainly. 36 Then Jesus ordered them to tell no one; but the more he ordered them, the more zealously they proclaimed it. 37 They were astounded beyond measure, saying, 'He has done everything well; he even makes the deaf to hear and the mute to speak.'

Primary QuEST is committed to the support of children with special educational needs, we believe the best outcomes for the child can be achieved through high quality provision and by professional educators working in partnership. We want the child and their parents to be 'astonished beyond measure' that the trust has done 'everything well'. Primary QuEST want the child to hear and speak for themselves; their life more fully 'opened' and 'released', and through their time with us, to grow and gain God given agency.

This policy is reviewed by the Trust Board on a 2-yearly cycle.