Special Educational Needs and Disabilities (SEND) Policy

This policy is effective in South Wigston High School part of the Learning without Limits Academy Trust.

Associated Academy Policies/Documents:	Associated Trust Policies:
Accessibility Plan	Complaints Policy
Arranging Education for Learners who Cannot Attend School because of Health Needs Policy	Equality, Diversity and Inclusion (EDI) Policy
Attendance Policy	Equality Objectives
Behaviour Plan	
Child Protection and Safeguarding Policy	
SEN Information Report	

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Version	Date	Author	Changes
V1.0	Dec 2023	FiLa/JoHe	New Trust-wide policy written by the Trust SEND Lead.
V1.0a	Jan 2026	MHU/ASN/LCO	Localised for use in South Wigston High School
V1.1	Dec 2024	FiLa/JoHe	Annual policy review. Minor amendments regarding Ed Psych Services used. 7.1.1 reference to 'Trustee' updated to 'SEN Governance Lead'. 7.3.3 reference to 'Mosaic' updated to 'external education psychology services' Policy approval at Trust Board meeting 7th February 2025.
V1.1a	Sep 2026	MHU/ASN/LCO	Localised for use in South Wigston High School
V1.2	Sep 26	FiLa/JoHe/LoCh	Minor amendments to reflect new LwLAT Vision and Values and small changes at national and local level in line with https://www.gov.uk/government/publications/every-child-achieving-and-thriving in advance of changes to formal legislation and guidance.
V1.2b	Sep 26	LCo/ MHu	Localised for use in South Wigston High School

This document is a Trust created template policy for use in all Trust Academies. It is the responsibility of individual Academies to insert information in to the document where indicated so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

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1. Aims

1.1. Our Special Educational Needs and Disabilities (SEND) policy aims:

- **For our children and young people** - We will inspire our learners, keep them safe and give them the knowledge, skills, experiences, character and confidence to aim higher and succeed in life.

- **For our staff** - We will inspire and develop our staff, support their wellbeing and extend their skills, enabling them to provide an excellent education for all our learners.
- **For our academies** - We will provide leadership and resources to improve our family of academies, working with them so they can focus on achieving high standards in the classroom.
- **For our communities** - We will place our diverse communities at the heart of everything we strive to achieve, working with them to make a positive difference.

2. Vision

- To give all our learners the opportunity to make choices to be happy, healthy and successful in school.

- At South Wigston High School, our school DNA is Ambition, Determination and Respect. Our pledge to learners is reflected in the belief that every young person should be known, valued and cared for, while being challenged and supported to achieve their very best. For learners with SEND, this means high aspirations, carefully adapted teaching, early identification of barriers, a strong sense of belonging, trusted relationships and genuine involvement in decisions about their learning and future.

- We put inclusion at the heart of a broad, balanced, literacy-rich and knowledge-led curriculum. We commit to making best endeavours and reasonable adjustments, working in partnership with families and relevant professionals, and preparing learners to be happy, healthy and successful in their next steps.

- Both inside and outside the classroom, we work to educate, inspire and support. We create opportunities and broaden horizons, so that those we teach have great ambitions and the confidence to pursue them.

- We respect every learner as a person in their own right, so that each is visible, has a voice and is valued. This is how we celebrate their diversity. We are passionate and determined about doing the best by them, so that so they can achieve more than they ever thought possible.

- Our strength comes from collaboration and the emphasis on winning hearts and inspiring minds. We know that we achieve more by working together. We are a family and a team. There are no limits to how high we aim, and to what our children and young people, academies and communities can accomplish.

- Our school is built upon strong and considerate relationships within our schools, and between staff, learners and their families. Community is at the heart of what we strive to achieve, and we pride ourselves in serving our communities through everything we do.

3. Values

- **Inclusivity** – We champion a culture where every learn and colleague is welcomed, respected, represented and supported. We remove barriers, close attainment gaps, and ensure everyone can thrive and reach their full potential.
- **Ambition** –We set high expectations for ourselves, our learners and colleagues, striving for excellence and continuous improvement in all that we do.
- **Integrity** – We act with honesty, transparency and kindness, in our care of our learners and colleagues, our management of resources and our commitment to our communities.
- **Accountability** –We take responsibility for our actions and outcomes acting bravely, using data, feedback and external validation to drive continuous improvement and transparency.

4. Legislation and guidance

4.1. This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out Trustees' responsibilities for learners with SEND
- The School Admissions Code, which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4.2. This policy also complies with our funding agreement and articles of association.

5. Definition and Context

5.1. The SEND Code of Practice 2015 identifies the need to explore targeted support if a learner:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

5.2. Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age, delivered by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

5.3. For a child under two years of age, special educational provision means educational provision of any kind.

6. Principles

6.1. The Trust adheres to the principles detailed in The Equality Act 2010 and SEND Code of Practice 2015. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

6.2. Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

6.3. The send Code of Practice 2015 that Learning without Limits Academy Trust adheres, to states that Section 19 of the Children and Families Act 2014 expects that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

6.4. These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND

7. Learning without Limits Approach to Supporting SEND

7.1. Roles and responsibilities

The SENCo

- The SENCo at our School is MHU (NASENCO) and Deputy SENCo Ashely Simpson (NASENCO) They will:
    - Inform any parents that their child may have SEN and then liaise with them about the learner's needs and any provision made
    - Work with the Principal and Trust SEND leads to determine the strategic development of the SEND Policy and provision in the Academy
    - Work with the LGB SEND lead to provide assurance that SEND policy and provision are fit for purpose
    - Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
    - Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners with SEND receive appropriate support and high-quality teaching
    - Advise on the approach to providing SEND support and differentiated teaching methods appropriate for individual learners
    - Advise on the deployment of the Academy's delegated budget and other resources to meet learners' needs effectively
    - Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
    - Liaise with potential next providers of education to make sure that the learners and their parents are informed about options and that a smooth transition is planned
    - When a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the Principal and to make sure the LGB SEND link to ensure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the Academy keeps its records of all learners with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the Academy's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the Academy's SEND information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the Academy's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Trust Board

- The Trust Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:
    - Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
    - Do all it can to make sure that every learner with SEND gets the support they need
    - Make sure that learners with SEND engage in the activities of the Academy alongside learners who don't have SEND
    - Inform parents when the Academy is making special educational provision for their child
    - Make sure that the Academy has arrangements in place to support any learners with medical conditions
    - Provide access to a broad and balanced curriculum
    - Have a clear approach to identifying and responding to SEND
    - Provide an annual report for parents on their child's progress
    - Record accurately and keep up to date the provision made for learners with SEND
    - Publish information on the Academy website about how the Academy is implementing its SEND policy, in a SEND information report
    - Publish information about the arrangements for the admission of disabled learners, the steps taken to prevent disabled learners being treated less favourably than others, the facilities provided to assist access of disabled learners, and the Academy's accessibility plans
    - Make sure that there is a qualified teacher designated as SENCo for the Academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
    - Determine their approach to using their resources to support the progress of learners with SEND
    - All secondary aged learners are provided with independent careers advice

The SEND link Trustee

- The SEND link Trustee is Daniel Giardiello. They will:
    - Help to raise awareness of SEND issues at Trust Board meetings
    - Monitor the quality and effectiveness of SEND provision within the Trust's Academies and update the Trust Board on this
    - Work with the Principals and SENCos to determine the strategic development of the SEND policy and provision in the Academy

The Principal

- The Principal will:
    - Work with the SENCO and Trust SEND leads to determine the strategic development of the SEND policy and provision within the Academy

- Work with the SENCO and Academy governors to make sure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the Academy's notional SEND budget and any additional funding allocated by the LA to support individual learners
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of learners on the SEND register
- Advise the LA when a learners needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the Academy's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the Academy's identification of SEN, both within the Academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

- Each class teacher is responsible for:
    - Planning and providing high-quality teaching that is differentiated to meet learners needs through a graduated approach
    - The progress and development of every learner in their class
    - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
    - Working with the SENCo to review each learner's progress and development, and decide on any changes to provision
    - Ensuring they follow this SEND policy and the SEN information report
    - Communicating with parents regularly to:
        - Set clear outcomes and review progress towards them
        - Discuss the activities and support that will help achieve the set outcomes
        - Identify the responsibilities of the parent, the learners and the Academy
        - Listen to the parents' concerns and agree their aspirations for the learner

Parents / carers

- Parents or carers should inform the Academy if they have any concerns about their child's progress or development.

- Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
    - Invited to termly meetings to review the provision that is in place for their child
    - Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
    - Given the opportunity to share their concerns and, with Academy staff, agree their aspirations for the learner
    - Given an annual report on the learner's progress
- The Academy will take into account the views of the parent or carer in any decisions made about the learner.

The Learners

- Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learners:
    - Explaining what their strengths and difficulties are
    - Contributing to setting targets or outcomes
    - Attending review meetings
    - Giving feedback on the effectiveness of interventions
- The learner's views will be taken into account in making decisions that affect them, whenever possible.

7.2. Assessment and Identification

- The Academy will use its best endeavours at reasonable adjustments to make sure that every learner with SEND gets the support they need. The Academy will:
    - Ensure decisions are informed by insights of our parents and the learners themselves.
    - Have high aspirations and set challenging targets for them
    - Track and monitor their progress towards individual goals
    - Keep under review the different or additional provision that is made for them
    - Promote positive outcomes in the wider areas of personal and social development
    - Ensure that approaches are based on evidence and deliver impact
- The Academy will ensure that reasonable adjustments are made in order for those with SEND to engage in the activities of the Academy alongside peers without SEND. We will ensure that:
    - All Academy learners will access a broad and balanced curriculum, personalised in terms of their learning, progress, outcomes, character development and onward journey to future pathways.

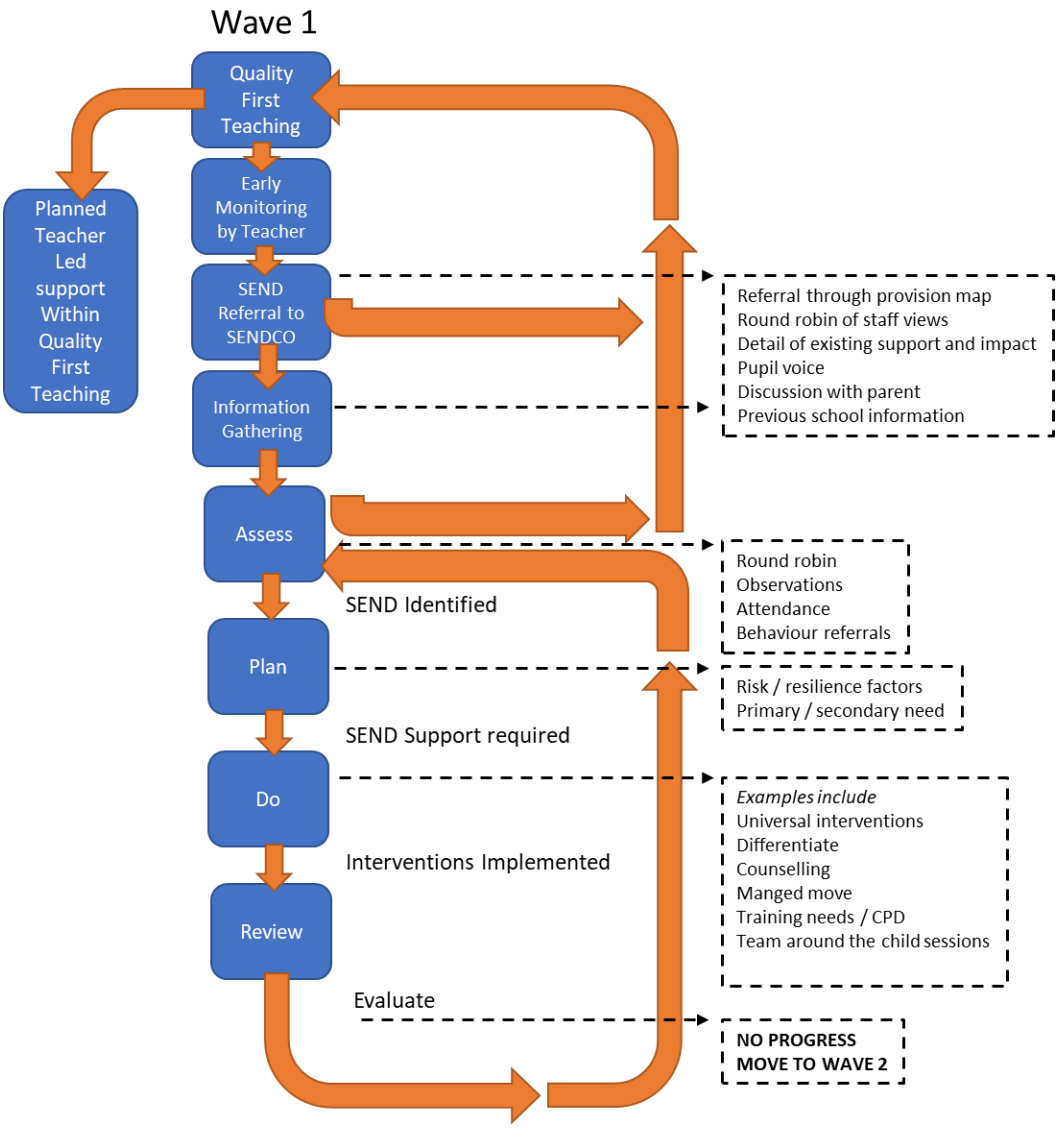
        - All Academy teachers will set high expectations through ambitious target setting, differentiating and the use an adaptive teaching approach to enable curriculum access for every student, regardless of prior attainment.
        - Assessment targets from prior attainment will be set centrally by the Academy according to the Academy's assessment procedures.
        - Alternative provision may be commissioned for learners who face barriers to participation but only when other mainstream options have been exhausted.
        - The Academy believes that in preparing learners for future life, developing a learner's individual character and building skills from their starting points for successful adult life are important.
        - Learners in the Academy will be encouraged to undertake wider enrichment activities including trips and visits through reasonable adjustments.
    - We will designate a teacher responsible for coordinating SEND provision (SENCo)
        - The SENCo has the day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual learners with SEND, including those with EHC Plans.
        - The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies to meet the needs of the learners. They will be aware of provision in the Local Offer.
        - The SENCo will advise the Vice Principal and Principal on the deployment of the Academy's delegated budget and other resources to meet student need working alongside the Principal, Governors and Trustees to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
    - We will inform parents when we are making special educational provision for a child.
        - The Academy will determine through assessment the levels of support required through the core offer or whether something alternative or different is required
        - Parents will be informed where the SENCo or classroom teacher feel that concerns in progress may indicate that a learner as a SEND

7.3. Accessing additional support and Experts at Hand.

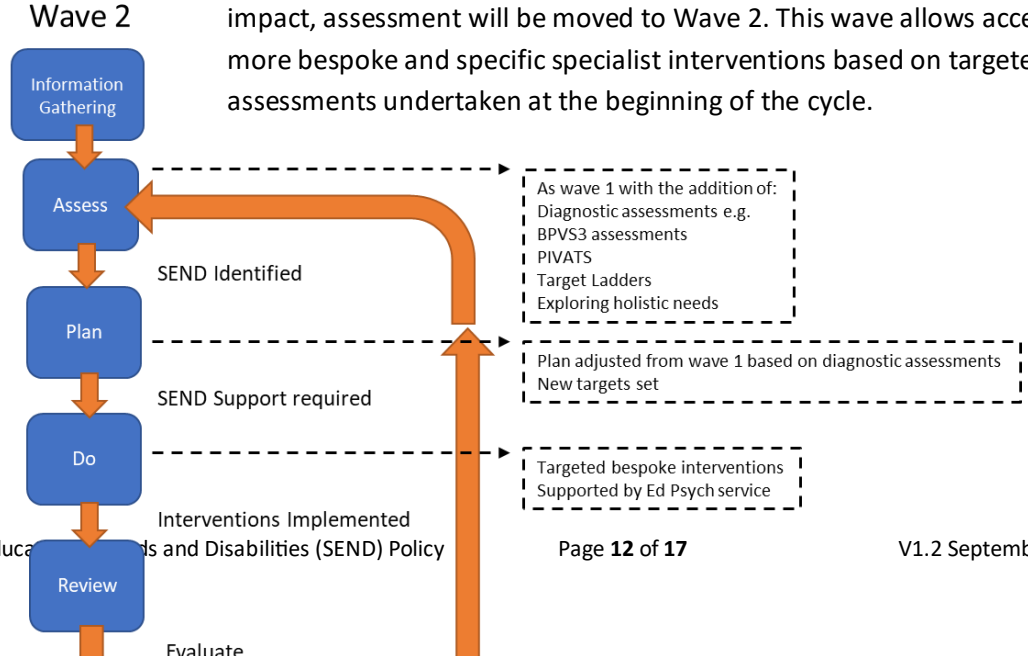
- The Trust Inclusion Panel, comprising Trust and School leaders, internal and external experts at hand, manages the deployment of resources and expertise that can be used to support specific SEND needs across the Trust. This includes additional Educational Psychology Services, Speech and language therapy, bespoke provision within the Trust and funding for external services and provision. Learners can be referred by Academy inclusion panels to the half termly Trust Inclusion Panel meetings. Principals can request an emergency Trust Panel meeting when urgent input is required.
- The Trust uses the services of Leicester City and County Educational Psychology teams to undertake statutory assessments for Education Health Care Plans (EHCPs). Due to the volume of EHCP applications, the Trust supplements this work with commissioned time from external education psychology services.

7.4. Waves of Intervention

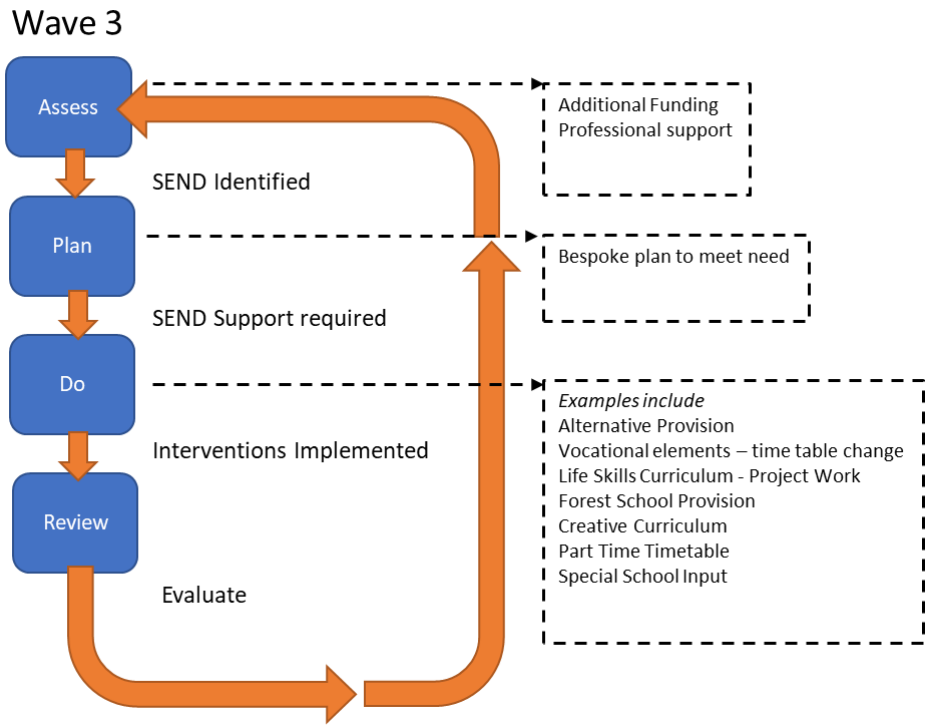
- All Trust academies use a 3 wave approach to meeting the needs of its SEND learners
    - Wave 1 – initial identification and intervention



    - Wave 2 – where initial wave 1 interventions have not secured desired impact, assessment will be moved to Wave 2. This wave allows access to more bespoke and specific specialist interventions based on targeted assessments undertaken at the beginning of the cycle.



- Wave 3 – If insufficient impact is secured at wave 1 and 2, wave 3 seeks to secure additional funding (e.g. through EHC plan) and opens up access to more external and specialist support



8. SEN Information Report

8.1. The Academy publishes a SEND information report on its website, which sets out how this policy is implemented in the Academy.

8.2. The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Outcomes

9.1. Quality of Teaching and Learning

9.1.1. The Academy will ensure that the quality of teaching and learning for all learners including those with SEND will form part of the Academy's performance development process through the development of:

- High quality teaching, assessment and review
- Provision that is different or additional that is monitored and evaluated
- On-going high quality CPD
- The production of support materials, developed collaboratively through the SEND Professional learning Network.

9.2. Progress

- The Academy will review SEND performance at data collection points across the year, identifying any patterns and comparing these to National Data.
- Use of Data for identification - Assessment will be undertaken on entry for reading, spelling, writing and numeracy. Cognitive assessments will also be undertaken where Key Stage 2 data is missing. Data will be scrutinised to inform teaching and set provisions as required.
- Learners who are identified as working below age related expectations will receive additional support with progress reviewed regularly to narrow the gap. Where the gap does not start to narrow or additional concerns are raised, the SENCo and their team will undertake further investigations. Evidence will be considered to see if a learner may have a disability under the Equality Act 2010 and reasonable adjustments will be made. See Waves of Intervention – Section 7.

9.3. Transition

- The Academy works in close partnership with its feeder schools. At transition to secondary, parents are encouraged through their primary school to agree to share information in advance where there may be a need for additional provision and SEND to be supported.
    - Discussions with feeder settings/schools when at transition stage
    - Annual Reviews in Year 5 will be attended where appropriate to support transition
    - Additional visits and discussions with parents and the learner will be explored and where needed further transition support during Year 6 will be included
    - For those with an EHC Plan and where this is known in sufficient time interventions will be planned and in place for the first weeks.
- Where a primary school has identified a learner as having a SEND, and additional Wave 1 support, this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made the learners removed from the SEND list.
    - Where progress is not as expected the class teacher in conversation with the SENCo will discuss further assessment and Wave 2 interventions. The SENCo

will discuss these with parents and the learner beginning the Access, Plan, Do, Review process as identified above.

- At transition to post-16 the Academy will work closely with families and learners to establish feasible links with appropriate colleges and training providers. The Academy will complete and finalise all annual reviews in year 11 within the first term to ensure they fully capture plans for the next step in education. Learners with an EHCP will also complete Preparing for Adulthood work and visits to support their transition beyond school.

10. Evaluating the Effectiveness of SEND Provision

10.1. At South Wigston High School, evaluation is rooted in our commitment to Ambition, Determination and Respect: ambitious outcomes for every learner; determination to identify and remove barriers; and respectful partnership with learners, families and professionals. We evaluate the impact of adaptive teaching, additional provision, specialist advice, reasonable adjustments, equipment and facilities through the graduated Assess, Plan, Do, Review cycle. Our approach is needs-led rather than diagnosis-led, and is informed by the school's SEN/D Information Report and inclusive curriculum intent.

10.2. The SENCo and senior leaders scrutinise attainment and progress alongside attendance, behaviour and wellbeing information, including the experiences of learners with SEND. Findings inform priorities, staff development and changes to provision.

10.3. The SEND team uses Strategy Mats, intervention records, learner work, standardised and diagnostic assessments, classroom observations and feedback from subject teachers and teaching assistants to check that support is improving access, participation, independence and progress.

10.4. Our bi-weekly Core Group meetings review emerging needs, progress and concerns, and agree next steps and external-agency involvement. Learners and parents/carers contribute through SEND reviews, parent meetings, learner voice and annual EHCP reviews; the SENCo reports to leaders and the SEN link governor.

10.5. We review the impact of our literacy, communication, social skills, emotional regulation and other targeted interventions, alongside pastoral support and trauma-informed approaches. We consider whether reasonable adjustments, assistive technology, accessible facilities and inclusive opportunities such as Dare to Dream, educational visits and nurture provision are enabling meaningful participation.

10.6. Where provision does not secure the intended improvement, support is adapted, advice is sought where appropriate, and the next Assess, Plan, Do, Review cycle is agreed. Our measures of success include strong educational outcomes, belonging, confidence, wellbeing, attendance, successful transitions and readiness for adulthood.

We evaluate the effectiveness of provision for learners with SEND by:

1) **Tracking and monitoring learner progress:** We regularly analyse academic attainment, progress, attendance and behaviour data to identify patterns, evaluate individual outcomes and ensure learners are making progress from their starting points. Provision maps,

assessment information and intervention records are used to monitor the impact of additional support.

2) **Implementing the graduated approach:** We use the *Assess, Plan, Do, Review* cycle to identify individual needs, plan appropriate support, implement targeted interventions and evaluate their effectiveness. Where progress is not as expected, provision is reviewed and adjusted, with additional specialist support considered where appropriate.

3) **Evaluating interventions:** Targeted interventions are monitored using baseline assessments, progress measures, staff observations and learner outcomes. We evaluate interventions through the principles of *Intent, Implementation and Impact* to establish whether support is improving learners' progress, independence, confidence and access to learning.

4) **Gathering learner voice:** Learner questionnaires, discussions, SEND reviews and individual feedback provide opportunities for learners to share their experiences and contribute to decisions about their support. Learners are actively involved in reviewing their targets through STRAT Mats, identifying barriers and evaluating the strategies that help them succeed.

5) **SENCo's monitoring and quality assurance:** The SENCo works alongside the SEND team, teaching staff and senior leaders to evaluate the quality and impact of provision. This includes analysing progress, attendance and behaviour data, reviewing intervention outcomes, undertaking observations and monitoring classroom practice. The SENCo also works with the SEND Governor to provide oversight of SEND provision.

6) **Collaborative review and planning:** Key staff meet regularly through the school's Core Group to discuss learner progress, identify emerging concerns, review existing support and agree next steps. Where appropriate, external professionals contribute specialist advice to ensure provision remains responsive to individual needs.

7) **Reviewing Education, Health and Care Plans (EHCPs):** Annual reviews are held for learners with EHCPs to evaluate progress towards identified outcomes, assess the effectiveness of current provision and agree any necessary changes. Learners, parents/carers and relevant professionals are encouraged to contribute to the review process. Particular attention is given to preparing learners for adulthood and supporting successful transitions.

8) **Working in partnership with parents and carers:** Parents and carers are involved through SEND review meetings, parents' evenings, pastoral meetings, progress reports and ongoing communication. Their feedback helps us understand how effectively provision is meeting individual needs and informs future support and planning.

9) **Monitoring the quality of teaching and inclusion:** Through lesson observations, work scrutiny, staff feedback and wider quality assurance processes, we evaluate how effectively adaptive teaching, reasonable adjustments and additional interventions enable learners with SEND to access a broad and balanced curriculum.

11. LwLAT Wellbeing Statement

11.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

12. Review of this policy

12.1. This policy is reviewed annually, or sooner if required by new or statutory legislation, by the Trust Board. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.