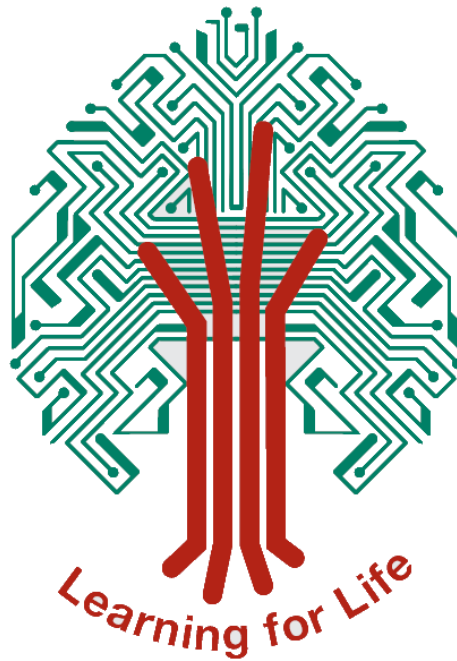




Special Educational Needs and Disabilities (SEND) Policy

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	July 25
Next Review Due	July 26
Agreed with Teacher Trade Unions and Professional Associations	n/a

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Aims

Our SEND Policy aims to:

- Ensure compliance with national legislation and statutory guidance regarding students with SEND, including the Children and Families Act 2014, the SEND Code of Practice 2015, the SEND Regulations 2014, and the Equality Act 2010.
- Support and make provision for students with SEND so they can access all aspects of school life and achieve their full potential.
- Help students with SEND to become confident individuals living fulfilling lives and, where applicable, make a successful transition into adulthood.
- Communicate effectively with students with SEND and their parents or carers, involving them in decisions about provision and support.
- Clarify the roles and responsibilities of staff and governors in supporting SEND provision Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)

Vision and Values

At Welland Park Academy we are committed to creating an inclusive environment where all students can thrive. We believe that all students should be encouraged to succeed and we are dedicated to raising their aspirations and expectations. We believe ‘every teacher is a teacher of SEND’, and that inclusive practice is good practice for all.

We are committed to ensuring that all of our students experience the very best education and the most effective and impactful provision. We recognise that there is a continuum of SEND. We aim to raise aspirations and promote independence, preparing students for successful lives beyond after Welland Park Academy.

Legislation and Guidance

The SEND Policy is based on the statutory [SEND Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND Information Report
- [The Equality Act 2010](#), which sets out schools responsibilities for students with disabilities.
- [The School Admissions Code](#) 2021 which sets out statutory guidance that schools must follow when carrying out duties relating to school admissions
- [Keeping Children Safe in Education 2025](#), which sets out statutory guidance for schools and colleges on safeguarding children and safer recruitment

Inclusion and Equal Opportunities

We strive to create a teaching environment that ensures all students, regardless of their needs, have access to a broad and balanced curriculum. Best endeavours and reasonable adjustments will be made to teaching, the curriculum and the school environment to ensure inclusion.

Definitions

A student has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them over a prolonged period of time.

They have a learning difficulty or disability if they have:

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

In line with The SEND Code of Practice (2015) students are only identified as SEND if they do not make adequate progress once they have had all the provisions and high quality, inclusive, personalised teaching available to them.

Roles and responsibilities

The Principal

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND Policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND Policy and provision in the school

The SENDCo

The SENDCo is Mr. Simeon Paul - pauls@wellandparkacademy.com

The Assistant SENDCo is Miss. Maggie McSparron - mcsparrom@wellandparkacademy.com

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the Graduated Approach (Assess, Plan, Do Review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services
- Liaise with potential next providers of education to ensure students and their parents or carers are informed about options and a smooth transition is planned
- Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class, regardless of needs
- Working closely with any teaching assistants (TAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring best endeavours and reasonable adjustments are in place for those who need them
- Ensuring they follow this SEND Policy

Our Approach to SEND support

SEND is classified in to four Broad Areas of Need, as outlined in the SEND Code of Practice (2015) and we provide universal, targeted and specialist provision across these four broad areas. Examples of the four areas and some of the related difficulties and conditions are outlines below:

Communication and Interaction (C & I)

- Autistic Spectrum Disorder (ASD),
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning (C & L)

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) like Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia,

Social, Emotional and Mental Health (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD),
- Anxiety and Depression

Sensory and/or Physical Needs (S/PD)

- Visual and Hearing Impairments (VI/HI),
- Sensory Processing Disorders (SPD),

We follow the Graduated Approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice. This ensures early identification of needs, effective interventions, and regular review with parents and students. Where school-based support is insufficient, an application for an Education, Health and Care (EHC) plan may be made.

Identification of SEND

All teachers at Welland Park Academy are teachers of students with SEND. All teachers and support staff receive training in identifying and supporting students who require educational provision that is additional to or different from the curriculum offered to all. Additionally, class teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

Slow progress and low attainment do not automatically indicate that a student has SEND. In many cases, a student may simply require adjustments to teaching methods or additional support within the classroom, which can be addressed through inclusive teaching practices. However, if any staff member has concerns that a student may have an underlying SEND need, they can raise this with the SENDCo by completing an Initial Concern Form. The form is shared with all relevant staff, and appropriate steps are taken based on the information provided. These may include further assessment or profiling, discussions with parents or carers, or the implementation of targeted or specialist interventions. Potential short-term factors affecting behaviour or performance, such as bereavement or bullying, are also considered before identifying a student as having SEND

Evaluating the effectiveness of SEND Provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions and other provisions. We do this in a number of ways:
 - Using the Provision Map programme and through student feedback
 - Using student questionnaires
 - Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Working closely with Pastoral Leads
- Working closely with parents and carers, including inviting parents to join our SEND Parent Forums
- Working with external professionals and agencies e.g. SEND Consultant
- Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Attendance

We are committed to supporting students with SEND to achieve good attendance and overcome barriers. Our approach aligns with our school attendance policy. Staff have been on relevant training relating to emotionally based school avoidance (EBSA). The SEND team also work closely with the pastoral team to monitor the attendance of those with SEND.

Safeguarding

We recognise that students with SEND may face additional safeguarding challenges. All staff remain vigilant to risks and provide pastoral support in line with our safeguarding and child protection policy. The SEND team work closely with the pastoral team and DSL to ensure SEND needs are taken into account, where necessary.

Expertise and Training of Staff

Our SEND team includes a SENDCo, an Assistant SENDCo, a Manager of Learning Support, Teaching Assistants and an ELSA. We regularly review our CPD programme and all staff within the SEND department receive appropriate training. This is supported by external professionals, where appropriate.

Links with External Agencies

We work closely with a number of external professionals to provide support for students with SEND. These include:

- Leicestershire Specialist Teaching Team (including Autism Outreach and Specialist Teachers)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Hearing and Vision Support Teams
- Paediatricians,
- School nurses,
- CAMHS
- Social care services.

Admissions and Accessibility

Our admissions arrangements comply with the School Admissions Code and the Equality Act 2010. We will not discriminate against students with SEND and will make reasonable adjustments using relevant guidance. Our Accessibility Policy sets out steps to improve participation, environment and information accessibility.

- The academy takes into account students' and parents' preferred format for the delivery of key information. A parent portal is available for parents to access attendance and other key information via the Internet.
- Parents and carers can contact key staff via telephone or email.
- The setting is generally accessible to all students, with wheelchair access to most areas. Best endeavours and reasonable adjustment are made to ensure access for those with limited mobility.
- Disabled changing and toilet facilities are available.
- Disabled parking bays are located at the front of the school.
- Specialist equipment such as visual enhancement software is secured from external suppliers when needed.

The Accessibility Policy can be found on the school website.

Complaints about SEND Provision

There is a Complaints Policy for Welland Park Academy and parents are requested to look at that for guidance. Where there is cause for concern parents are urged to resolve the matter, firstly, with the member of staff concerned. If this does not achieve resolution, reference should then be made to the SENDCO, Assistant SENDCO or Principal.

Formal complaints may be made, by contacting the Chair of Governors, where prior reference to the school has not resolved matters.

The parents and carers of students with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their student. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring and Evaluation of this Policy

This policy will be reviewed annually by the SENDCO and approved by the Governing Body. It will be updated if any significant changes to the information occur during the year. We evaluate effectiveness through student outcomes, parental feedback and staff monitoring.

The Local Authority Local Offer

Our local authority's (LA) local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>.

Welland Park Academy is also part of the SEN Investment Fund Working Group.

Links with Other Policies and Documents

This policy links to our policies on:

- | | | |
|---|-----------------------------------|---------------------------|
| • Accessibility Policy | • Access Arrangements Policy | • Attendance Policy |
| • Behaviour Policy | • Exams Policy | • SEND Information Report |
| • Supporting students with medical conditions | • Word Processor Policy for Exams | |