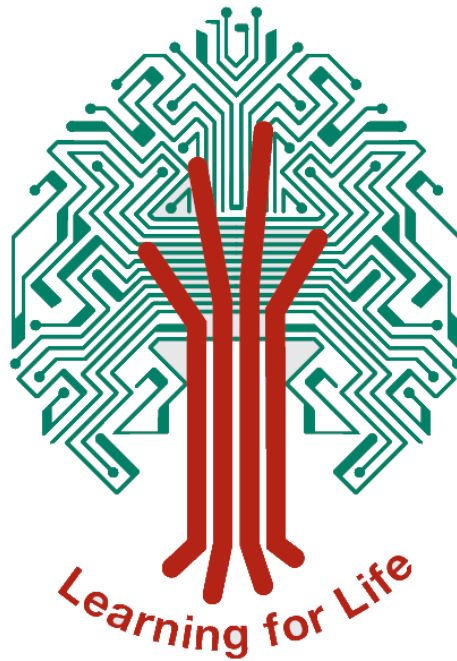




Special Educational Needs and Disabilities (SEND) Policy

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	16/9/26
Next Review Due	Sept 2027
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, while taking account of the current national direction towards a more inclusive education system.
- Remove barriers to learning, participation and belonging, and make effective provision for students with SEND so that they can access, contribute to and feel valued in all aspects of school life and achieve their full potential.
- Help students with SEND to develop confidence, independence and a secure sense of belonging, preparing them for fulfilling lives and successful transitions into adulthood.
- Listen and respond to students with SEND and their parents or carers, involving them as partners in decisions about needs, provision, participation and support.
- Clarify the roles and responsibilities of staff and governors in securing inclusive practice and effective SEND provision, and set out how the school will identify and remove barriers and support students with SEND.

Vision and Values

At Welland Park Academy we are committed to an inclusive culture in which every student is known, feels valued and safe and able to belong, participate and thrive. We hold high expectations for all students and work proactively to identify and remove barriers to learning, attendance, participation and wider school life. We believe that every teacher is a teacher of SEND and that inclusive, adaptive practice improves the experience of all learners.

We are committed to ensuring that all students experience a broad and ambitious education, alongside effective and impactful provision. We recognise the continuum of SEND and seek to respond early, through universal, targeted and specialist support. We raise aspirations, promote independence and strengthen students' participation, voice and belonging, preparing them for successful lives beyond Welland Park Academy.

Legislation and Guidance

The SEND Policy is rooted in current statutory duties and guidance, including the SEND Code of Practice (2015). It also takes account of the inclusive ethos of Ofsted's current Education Inspection Framework and associated school inspection toolkit, and the direction of travel set out in the 2026 SEND reform consultation, Putting Children and Young People First, and the Education White Paper, Every Child Achieving and Thriving. As the consultation contains proposals rather than current statutory duties, the school will review this policy as reforms are confirmed or enacted.

The policy is based on the following legislation:

- [SEND Code of Practice \(2015\)](#)
- [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 culture and teaching environment in which all students experience inclusion, participation and belonging and have access to a broad, balanced and ambitious curriculum. Through best endeavours, high-quality adaptive teaching and reasonable adjustments, we identify and remove barriers within teaching, the curriculum and wider school.

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 identified as having SEND where, despite access to high-quality, inclusive and personalised teaching and appropriate adjustments, they require special educational provision that is additional to or different from that made generally for others of the same age.

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 of learners with SEND

The SEND Governor

The SEND governor will:

- Champion inclusion and belonging and help to raise awareness of SEND priorities at governing board meetings
- Monitor the quality and effectiveness of inclusive practice and SEND provision 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 - mcsparronm@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, students, parents, carers and other agencies to secure appropriate support, high-quality teaching, meaningful participation and a strong sense of belonging for students with SEND
- Advise on the Graduated Approach (Assess, Plan, Do, Review), ensuring that students' strengths, views, needs and barriers to learning or participation inform provision
- 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 inclusion, participation, progress and development of every student in their class, regardless of need
- 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
- Anticipating and removing barriers through high-quality adaptive teaching, best endeavours and reasonable adjustments, so that students can participate meaningfully and experience belonging
- Ensuring they follow this SEND Policy

Our Approach to SEND support

SEND is classified into four broad areas of need, as outlined in the SEND Code of Practice (2015). We provide universal, targeted and specialist provision across these areas, beginning with high-quality inclusive teaching and early identification of barriers. The four areas and examples of related difficulties and conditions are outlined 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 (APDR), as outlined in the SEND Code of Practice. Ensures that barriers are identified early, support is planned with students and parents, provision is implemented and its impact on learning, participation, belonging and outcomes is reviewed. Where school-based support has been insufficient, has been exhausted and reviewed, an application for an Education, Health and Care (EHC) needs assessment may be considered.

Identification of SEND

All teachers at Welland Park Academy are teachers of students with SEND and share responsibility for creating inclusive classrooms. Teachers and support staff receive training to identify strengths, needs and barriers, and to provide high-quality adaptive teaching and provision that is additional to or different from that ordinarily available. Class teachers make regular assessments of progress, participation and wider engagement 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 SEND. Staff first consider the quality and accessibility of teaching, the learning environment and any barriers to participation, attendance or belonging, making appropriate adaptations and reasonable adjustments. Where concerns remain, staff may complete an Initial Concern Form for the SENDCo. Information from the student, parents or carers and relevant staff informs next steps, which may include assessment or profiling, refined classroom practice, targeted support or specialist intervention. Short-term factors such as bereavement, bullying, health, attendance or changes in circumstance are considered before a student is identified 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 participate meaningfully in the full range of learning, enrichment, leadership and social opportunities available at the school, with barriers identified and removed wherever reasonably possible

Attendance

We are committed to supporting students with SEND to attend, participate and feel that they belong. We recognise that absence may reflect unmet need and we work with students, families, pastoral staff and relevant professionals to understand and reduce those barriers through reasonable adjustments. Our approach aligns with the school Attendance Policy. Staff have received relevant training relating to emotionally based school avoidance (EBSA), and the SEND and pastoral teams work closely together to monitor attendance, engagement and reintegration.

Safeguarding

We recognise that students with SEND may face additional safeguarding challenges. All staff remain vigilant, make communication accessible and provide pastoral support in line with the Safeguarding and Child Protection Policy. The SEND team works closely with the pastoral team and DSL so that needs, vulnerabilities, student voice and reasonable adjustments are considered in safeguarding practice.

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 so that all staff develop the knowledge, confidence and shared responsibility needed to deliver inclusive, adaptive practice and promote participation and belonging. SEND staff receive role-appropriate training, supported by external professionals where appropriate.

Links with External Agencies

We work in partnership with external professionals to strengthen early support, remove barriers and improve students' access, participation, belonging and outcomes. Students and parents or carers are involved in decisions wherever appropriate. These professionals 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 anticipate and make reasonable adjustments, using relevant information and guidance. Our Accessibility Policy sets out steps to improve participation, the environment and access to information.

- 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 students, with wheelchair access to most areas. We use best endeavours, reasonable adjustments and individual planning to remove enable meaningful participation 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 when significant statutory, policy or contextual changes occur, including following the outcome of national SEND reform proposals. We evaluate effectiveness through student outcomes, participation and attendance information, student and parent or carer voice, staff monitoring and evidence about whether students with SEND feel safe, included and that they belong.

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 | |