

Title	Special Educational Needs & Disabilities Policy
Year	2026/2027
Policy Reference	Browne Jacobson LLP
Staff Link	SENCo
Trust Link	SEND Trustee
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1 Aims

- 1.1 All academies within the Trust share common values and an ethos which promotes the highest aspirations and ambitions for all. All schools within the Trust aim to enable all learners to achieve their potential academically and personally and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.
- 1.2 Each school within the Wootton Park Academy Trust shall ensure that:
- learners will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
 - it works in partnership with parents/carers and appropriate external agencies to support learners with special educational needs and disabilities and will use its best endeavours to ensure that appropriate provision is secured for any learner with special educational needs or disabilities in order to achieve agreed outcomes;
 - it has a Special Educational Needs Co-ordinator (SENCo). The SENCo will maintain and regularly review the SEND register and co-ordinate appropriate support;
 - all staff take responsibility for supporting individual learners, implementing strategies suggested by the SENCo and generally be responsible for ensuring that learners receive provision appropriate to their needs and agreed outcomes; and
 - learners with SEND engage in the activities of the school alongside learners who do not have SEND, ensuring they receive a varied education and are provided with the support and opportunities to enable them to become lifelong learners.
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.
- 1.4 This policy also has regard to:
- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination;
 - The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
 - Working Together to Safeguard Children (2018) and Keeping Children Safe in Education

2 Definitions

- 2.1 Under the Children & Families Act 2014, a child or young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A child or young person will 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3 Special Educational Provision is education, support or training that is additional to, or different from, that made generally for other learners of the same age by mainstream schools

- 2.4 The Trust operates a graduated approach to SEND support, comprising four stages:
- 2.4.1 Quality First Teaching: All learners receive high-quality, differentiated teaching. This includes differentiated learning objectives, activities and outcomes; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations.
 - 2.4.2 SEN Support: Additional or different provision for learners who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; modified curriculum access; and regular monitoring and review.
 - 2.4.3 Specialist Support: Involvement of external professionals to provide specialist assessment, advice or intervention when necessary and appropriate. This may include educational psychologist assessment; speech and language therapy; occupational therapy; and specialist teaching services.
 - 2.4.4 Education, Health and Care Plan (EHCP): Statutory provision for learners with the most complex needs requiring coordinated support across education, health and social care.

3 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Trust and the governors of each school within the Trust and remain under constant review by the Head of School/Headteacher and SENCo within each school.
- Each school within the Trust will appoint a governor with responsibility for SEND. The SEND Governor will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEND policy and provision.
 - The Head of School/Headteacher will work with the SENCo and SEND Governor to develop the SEND policy and provision within the school. The Head of School/Headteacher has overall responsibility for the provision and progress of learners with SEND.
 - The SENCo will co-ordinate the School's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - The Head of School/Headteacher and SENCo will ensure that all learners with SEND are provided with an education which delivers a broad, balanced and relevant curriculum, with high quality teaching and learning in mainstream classes alongside their peers.
 - Class teachers are responsible for the progress and development of every learner in their class and will work with the SENCo to ensure the "assess plan do review" cycle is appropriately implemented to support any learner with SEND.
 - The SENCo may allocate in-class support or additional individual or small group intervention to learners with SEND if this is considered to be the most effective way to meet their needs.
- 3.2 The school will work in partnership with learners, teachers, parents/carers and, where appropriate external agencies, to ensure that learning needs are addressed within the context of the school curriculum.
- 3.3 Parents/carers of learners with SEND will be able to discuss the needs of their child with their child's tutor, Phase Lead, Head of Year or the SENCo.
- 3.4 The Head of School/Headteacher will ensure that the appropriately delegated employees receive the necessary time allocation and resources to meet the requirements of the role.
- 3.5 The Head of School/Headteacher will ensure that employees are encouraged and supported in attending relevant training to further their knowledge and understanding of SEND.

4 Admissions for Learners with SEND

- 4.1 Each school within the Trust follows LA admissions criteria. Learners with special educational needs and/or disabilities are admitted via the usual LA procedures and via close liaison with the SENCo.
- 4.2 Learners with SEND but without an EHCP will be treated on an equal footing with other applicants for admission, based on the school's published admissions criteria, and will not be refused admission on the grounds that they do not have an EHCP or are currently being assessed.
- 4.3 Learners with EHCPs will be admitted to the school on the basis of the school's published admissions criteria and when consultation with the Local Authority has confirmed that the school is able to meet the needs of the child.

5 Identification & Assessment of SEND

- 5.1 For each school within the Trust, the SENCo will liaise closely with previous settings to enable a smooth transition for learners.
- 5.2 Information about learners with SEND will usually be shared by parents/carers, settings or external agencies prior to learners' entry to the school. This will be used by the SENCo to aid decision making regarding appropriate provision for each learner.
- 5.3 Information is collated from registration documents, the transfer of files from previous settings and during transition meetings with families and feeder schools or settings, in the summer term, before learners start at the school.
- 5.4 In implementing the SEND Policy, each school within the Trust works within the 4 areas of special educational needs, as stated in the 2015 Code of Practice:
 - Communication and Interaction
 - Cognition and Learning (including moderate learning difficulties)
 - Social, Emotional and Mental Health Needs
 - Sensory and/or Physical
- 5.5 Each school within the Trust is committed to ensuring that all learners follow a mainstream curriculum. Trust schools do not have a separate facility, base or unit for special educational needs provision or the teaching of curriculum subjects in smaller groups away from the main classrooms, but adopt a 'whole-school approach', which involves all staff adhering to a model of good practice and all learners being taught all subjects alongside their peers in the mainstream classroom. The staff of the school are committed to identifying and providing for the needs of all learners.
- 5.6 The provision within each school is personalised to each individual. Learners do not have to have an Education, Health and Care Plan (EHCP) in order to receive additional support. All intervention is offered and implemented according to individual need, with progress reviewed termly.
- 5.7 If learners do not have an EHCP, but require additional intervention or support, they are placed on the SEND Register under the category 'SEN School Support'. Parents/carers are informed if their child is receiving any additional intervention from the SEND team.
- 5.8 On entry to school, learners complete early learning, literacy or numeracy assessments as appropriate to their age and phase. The data from these assessments is analysed by the SENCo and curriculum or phase leads to identify any potential areas of need. Where appropriate, interventions may be allocated and learners may be added to the SEND Register in line with the Code of Practice guidance 2015.
- 5.9 The assessments taken by learners upon entry include BASE, PIRA and PUMA in the primary phase, and LUCID literacy and WRAT5 numeracy within the secondary phase.

- 5.10 Ongoing identification is also completed within each school's assessment and reporting process as data is collected and analysed in all subject areas by curriculum or phase leads. If a learner has not made expected progress then appropriate interventions may be put in place. If a member of staff identifies a learner whose SEND needs are not met by the normal differentiated programme of study, then the class teacher will work with the learner, setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENCo will be informed.
- 5.11 At this point further information will be gathered. The class teacher will inform parents/carers about the issue and there will be consultation and discussion around the proposed additional support for the learner. Parents/carers, and the learner where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the learner or whether a Learner Passport should be created to highlight specific learner needs and strategies to support their learning and progress.
- 5.12 If a parent/carer believes their child has special educational needs they should contact the SENCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the learner is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.
- 5.13 In cases where internal support is not effective in supporting the learner, a referral to a relevant specialist may be completed with the parent/carers' knowledge, and further information and strategies for support shared with all staff.
- 5.14 If there are no concerns regarding the learner's academic progress, the school will ensure appropriate differentiation continues in the classroom and interventions are put in place if necessary.
- 5.15 All staff teaching learners on the SEND Register will be made aware of individual learner needs. The SENCo and members of the SEND team will help teachers to develop techniques to support differentiation and ensure that appropriate resources are available as part of the school's Professional Development Programme.
- 5.16 The school and/or parent/carer may, in appropriate circumstances, request the assessment of a learner for an Education, Health and Care plan (EHCP) to ensure that they receive a full entitlement to services and support to meet their needs. The school will work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Bill section 25).

6 Reviewing

- 6.1 All learners regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Timebound targets (SMART) set to ensure that progress is made. These are recorded using Learner Progress and Reflection Records and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENCo may refer to a specialist service such as an Educational Psychologist.
- 6.2 If a learner has an Education, Health and Care Plan an annual review is held in accordance with legal requirements.
- 6.3 All learners with an EHCP will have a Learner Passport created giving specific details of learner strengths, needs, support and provision in place and the targets they are working towards.
- 6.4 Where appropriate, a learner may have a Learner Passport without having an EHCP in place. This will usually be as a result of receiving a significant amount of support or intervention within the school and possibly from external agencies.

- 6.5 Learner Passport targets are set according to individual needs and are reviewed via an Annual or Interim Progress Review.
- 6.6 If, as a result of appropriate progress, a learner is removed from the SEND Register, the learner will continue to be monitored through the school's structured reporting programme by the curriculum or phase leads.

7 Policy Links

This policy should be read in conjunction with:

- SEND Information Report
- Equality, Diversity and Inclusion Policy
- Accessibility Plan
- Behaviour Policy
- Supporting Learners with Medical Conditions in Schools Policy
- This policy should also be read in conjunction with the Local Offer from West Northamptonshire Local Authority which can be found on their website at [Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)