

# **Special Educational Needs and Disability Policy**

## **2025/26**

**Respect yourself**  
**Respect others**  
**Respect education**  
**Respect the future**  
**Respect the environment**  
**Respect the community**

## Special Educational Needs and Disability Policy

### 1 Statement of Policy

- 1.1 The aim of the Academy is to meet the needs of all students within fully inclusive ethos and environment and, in doing so, to develop their individual potential. This policy is integral to the Academy development plan and reflects a whole Academy approach to improving provision for all students through effective personalisation of provision.
- 1.2 The Academy will have due regard for the DfE SEN Code of Practice (2014) when carrying out our duties towards all students with Special Educational Needs, and ensure that parent/carers are notified when SEN provision is being made for their child. It will review the policy in line with developments in national policy and local arrangements.

### 2 Aims

- 2.1 All children, including those with Special Educational Needs are entitled to expect an education which is challenging and appropriate. There is a commitment to raise standards, aspirations, to increase challenge and to remove barriers for all students including students identified as having Special Educational Needs and Disabilities (SEND). There is a commitment to ensure that students with SEND enjoy a wide range of opportunities outside of the classroom through enrichment activities to use and develop their skills and talents.
- 2.2 The policy outlines ways of allowing students identified as having a special educational need and/or disability to access the community, to make progress (both academic and holistically) and to achieve. Through the implementation of this policy, we aim to support students within the academy through the removal of barriers.

The Academy undertakes the following commitments:

- To ensure that all student have access to a broad and balanced curriculum
- To provide a differentiated curriculum pathway appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their Academy career
- To ensure that SEND students have a fully immersive experience through additional academy activities

### **3 Other Policies**

3.1 This policy is to be read in conjunction with the:

- Admissions Policy
- Behaviour Management Policy
- Inclusion Guide Handbook
- SEN Information

### **4 Definitions**

4.1 A child has Special Education Needs if he/she has learning difficulties that call for special education provision to be made.

4.2 A child has learning difficulties if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age at the Academy or other secondary schools

4.3 Special education provision means:

- for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in academies of maintained schools, (other than special schools) in the area

### **5 Special Educational Needs**

5.1 The SEND Code of Practice categorises SEND into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties

5.2 Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It includes areas in addition to attainment , for example social skills, communication skills and preparation for adulthood. This will be done through quality first teaching and may include more bespoke interventions in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENDCO, should assess whether the child has SEND.

## 6 Inclusion Register

6.1 Students who have an identified and/or diagnosed SEND need are placed onto the SEN K register. Students who may have an unidentified SEND need, highlighted through progress cycle data are placed onto the SEN M (Monitoring) register. Students with an EHCP are placed onto the SEN E register. Students associated with these registers are demarcated with a star on registers. All students associated with a register have a Pen Portrait which identifies strategies to use which can support removing barriers to learning. All teaching and support staff have access to the portraits.

6.2 All teaching and Progress Support Staff will have access to the SEND Provision Map and pen portraits and should ensure reference is made to these in planning lessons and individual support for students.

## **7 Identification**

7.1 The Academy will endeavour to use a range of resources during the identification process of student with Special Education Needs and Disabilities. These will include:

- Using an inclusive approach, reflecting the diversity of the Academy's population
- Using a range of qualitative and quantitative information
- Appreciation that SEND can emerge at any time and therefore having flexibility in updating the SEND Provision Map

7.2 Information to inform the SEND Provision Map can be gained from the following sources:

- KS2 data and transition information
- Primary School recommendation
- Staff referrals to the SENDCO
- Statutory Assessment leading to Education Health and Care Plans (EHCP)
- KS3 & KS4 progress cycle data including assessments and mock exams
- Outcomes of screening undertaken within the academy or through external agencies.

## **8 Information for Parents/Carers and Students**

8.1 The academy will endeavour to communicate with parents/carers effectively. This includes (but is not exhaustive of) parents evenings, annual reviews, students being placed on or removed from the SEND register and updates regarding interventions

8.2 The information provided to parents/carers will be tailored to the different expectations of each year group and will, as a minimum, explain:

- how we will ensure effective teaching and learning in the classroom
- the way in which our curriculum offers choice and access to the full entitlement
- the opportunities which we will offer for learning beyond the classroom in terms of additional support/withdrawal and intervention groups

- plans for transition to Key Stage 4 and further education and training
- 8.3 Where/ if a student has an EHCP, parents/carers will be invited to formal annual review meeting. They may also request a meeting or interim annual review to discuss provision and progress with the SENDCO, Director of Additional Needs or Deputy SENDCO at other times within the academic year.
- 8.4 Where an EHCP exists, parents/carers will be invited to formal review meetings and may request a meeting to discuss provision and progress with the SENDCO at other times with the academic year.

## **9 Review of Identification Process**

- 9.1 We recognise the complexity of accurately identifying SEND learners and so plan to keep our processes under review; ready to adjust the weighting we allocate to different criteria in the light of experience; ready to offer support for professional development as appropriate. While some identification (EHCP, SEN Support (K) etc.) will have taken place prior to the students joining the Academy, it is important that baseline testing is conducted for all students in order to identify needs and ensure these are met in teaching and learning and other aspects of Academy life.
- 9.2 Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools and ascertain student progress through:
- Evidence obtained by teacher observation/assessment
  - Their performance in National Curriculum assessment judged against level descriptions
  - Student progress in relation to objectives in the National Literacy/Numeracy Strategies
  - Standardised screening or assessment tools
  - Screening/diagnostic tests
  - Reports or observations by Progress Support Staff
  - Records from Primary or other school transition or transfer
  - Information from parents/carers
  - National Curriculum results
  - External exam results
  - Student work scrutiny

9.3 Progress cycle data is monitored; when data demonstrates that a student has made little to no progress, progress has gone backwards or there is a significant disparity between the progress of a student and their chronological age or between peers of their age. As a response, quality first teaching and adapted teaching is used within the classroom. If progress continues to be less than expected, the subject teacher will refer to the SEND team. At this stage, screening will be completed and if required, referrals to external agencies. If there are concerns around student progress for a sustained period of time, where QFT and interventions outside of the classroom (including external agencies) have little to no impact, the school may consider requesting a statutory assessment for an EHCP.

9.3 Where teachers recognise unsatisfactory progress, the first response is high quality teaching and differentiation targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher will refer to the SENDCO. The SENDCO will gather evidence, including the views of the student and their parents, and suitable interventions or support will be provided additional to in class differentiation to secure better progress.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment for an EHCP. Parents/carers will be fully consulted at each stage.

The Academy also recognises that parents/carers have a right to request a Statutory Assessment (see Section 12).

## 10 Provision

10.1 Our first priority is to ensure that all learners, including those with SEND, benefit from high quality classroom experiences that engage them actively in learning, challenge them and remove barriers to learning.

10.2 We recognise the importance of providing the right curriculum opportunities for our students and ensure that all of our learners, including those with SEND, have the different opportunities and challenges.

10.3 We will work with parents/carers to help them understand how we work with their children; to inform them about resources they might find useful in supporting their child's learning; to discuss specific barriers to learning and work together to tackle these.

10.4 We will work with local and regional services to ensure that there is a range of support and diagnostic services available to students in order to identify and offer provision for their individual needs.

10.5 Current Academy provision for SEND includes:

- Quality First and adaptive teaching
- Interventions outside of the classroom
- Attendance at a specialised unit within the Academy, part time
- Support from specialist outreach services for specific additional needs and support from external agencies
- A dedicated space within the academy for students with SEND
- PSA (Progress Support Assistant) support where necessary

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND students.

10.6 When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Northcott Outreach for ASD
- Child and Adolescent Mental Health Service
- Mental Health Service
- IPASS
- Occupational Therapists
- Sensory Processing Service
- Tourette's Charity
- Matthew's Hub
- Neurodiverse Services

10.7 In addition, important links are in place with the following organisations:

- The Local Authority (LA)
- Specialist Services
- Educational Welfare Officer
- Social Services
- The School Nurse
- KIDS
- Other groups and organizations

## 11 Responsibilities

11.1 The academy has a responsibility for SEND students:

- Ensuring that there is equity of provision for SEND students which is of a high standard
- Ensuring they have an appointed and adequately trained SENDCO
- Ensuring that SEND students are fully involved in Academy activities
- Ensure that the SENDCO utilises the Send Code of Practice

11.2 The Senior Leadership Team (SLT): clearly articulating the link prioritising between SEND provision and whole Academy improvement; prioritizing and resourcing professional development based on individual staff need.

11.3 The SENDCO is responsible for developing and improving planning for SEND cohort students provision and outcomes; developing and disseminating effective classroom practice; providing formal, evidence based reports to directors. Ensuring reviews of Educational Health and Care Plans occur in line with the Local Authority (LA) deadlines. Liaising with all stakeholders in order to prepare for, chair and report on the outcome of Annual Reviews. Tracking the progress of SEND students and reviewing the efficiency of support arrangements in the light of this.

The SENDCO will work with the Head of School, Academy Vice Principal for Safeguarding and Inclusion, SLT and Board of Directors to determine the strategic development of the SEND Policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Progress Support Staff
- Overseeing students' records
- Liaising with the parents/carers
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Careers Advisor, and other voluntary bodies
- Ensuring all staff are empowered to identify student needs and alert the SENDCO where additional support may be required

11.4 The Classroom Teacher: ensures that all students with SEND are clearly identified in lesson planning and that planning take account of and highlighted specific strategies and activities to meet the needs of these students. Ensure that the SEND Provision Map and student pen portrait are used to inform planning and provision. Ensure that they

alert the SENDCO if the suspect a student has additional needs not already identified by the SEND Provision Map.

## **12 Monitoring and Evaluation**

12.1 To monitor progress, the academy undertakes/monitors:

- Progress of individual students is tracked and evaluated across time and across subjects through the formal progress cycle review process and analysis of end of key stage results
- Progress of SEND students is tracked and evaluated
- Lesson observations
- Analysis of quality and impact of intervention programmes
- Analysis of attendance and behaviour data

Monitoring and evaluation should demonstrate that intervention and support:

- Narrows the attainment gap between the student and their peers
- Prevents the attainment gap widening
- Equals or improves upon the student's progress rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Shows improvement in attendance (both to school and lessons)
- Is likely to lead to Further Education, training, and/or employment

## **13 Resources**

13.1 The Academy receives its funding for students with SEND from the Education Funding Agency (EFA) and Hull City Council. The funding is a mixture of funding for all students and Individual Assigned Resources for named students. Funding is comprised as follows:

- the base budget covers teaching and curriculum expense for all students
- part of the funding is allocated based on students on Free School Meals
- part of the funding is allocated based on prior attainment relating to Key Stage 2 attainment data
- specific Individual Assigned Resources allocated to students with statements (top up funding)

## **14 Statement of Special Educational Need**

- 14.1 Education Health and Care Plans will normally be provided where, after a statutory assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan.
- 14.2 An Education Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:
- Matched to the longer term objectives set in the Statement or Educational Health and Care Plan
  - Of shorter term
  - Established through parental/student consultation
  - Set out in the Education Health and Care Plan
  - Implemented in the classroom
  - Delivered by the subject teacher with appropriate additional support where specified

## **15 Reviews of Statements or Educational Health and Care Plans**

- 15.1 Education Health and Care Plan must be reviewed annually. The SEND team will organise these reviews and invite:
- the child's parents/carers
  - the child
  - the relevant teacher(s)
  - the SENDCO/Director of Additional Needs/Deputy SENDCO
  - a representative of the LA
  - a representative from Health Care, if appropriate
  - a representative from Social Care, if appropriate
  - any other person the LA considers appropriate
  - the careers advisor in line with the transition protocol (for students Y9 and above)
  - any other person the SENDCO considers appropriate

15.2 The aim of the review will be to:

- Assess the student's progress in relation to targets
- Review the provision made for the students in the context of the Academic progress in Literacy/Numeracy and other key skills
- Consider the appropriateness of the existing Education Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

15.3 Year 9 reviews will be significant in preparing for the students' future transition to employment, further education, work based training, higher education.

15.4 After an annual review, all relevant documentation will be sent to the local authority and a copy will be sent to the parent/carers.

15.5 The Academy recognises that where a student with a statement or Education Health and Care Plan continues to attend after compulsory education, i.e. after age 18 the LA may decide to maintain the statement/Education Health and Care Plan until age 25.

## **16 Admissions**

16.1 The Board of Directors believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in the, 'The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated and the Equality Act 2010 provides protection from discrimination for disable people.'  
(CoP 1.26)

16.2 The Academy strives to be fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with Special Educational Needs, in accordance with the Admissions Policy. The SEND Code of Practice states: 'The School Admissions Code of Practice required children and young people with SEND to be treated fairly. Admissions authorities:

- must consider applications from parents/carers of children who have SEND but do not have an EHCP on the basis of the school's published admission criteria as part of normal admission procedures
- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHCP (CoP1.27)

16.3 The Academy Admissions Policy ensures equality of opportunity for students with SEND applying for a place at the Academy at either the Year 7 transition or mid-year transfer. The Academy will take part in the Admissions Forum set up by the LA and have regard to its advice; and will participate in the coordinated admission arrangements operated by the LA and the local in-year fair access protocol (see Admissions Policy).

## **17 Complaints**

17.1 If parents/carers believe that their child has a learning difficulty or behavioural issue at the Academy which has not yet been identified, or if they are unhappy with the provision the Academy is making for their child with SEND, they should first talk to the SENDCO. If the parents/carers think that their child should be given more support they should raise their concerns with the SENDCO. Most concerns will be resolved in this way. If parents/carers still feel dissatisfied they may choose to raise their concerns with the Academy's Headteacher.

- 17.2 Parents/carers may ask the LA to conduct an Education Health and Care Plan needs assessment of their child at any time. Following a request for an EHCP needs assessment, or the child or young person having otherwise been brought to its attention; the LA must determine whether an EHCP needs assessment is necessary. The LA must make a decision and communicate the decision to the child's parent/carer or to the young person within six weeks of receiving the request. The LA does not have to consider whether an EHCP needs assessment is necessary where it has already undertaken an EHCP needs assessment for the child or young person during the previous six months, although the LA may choose to do so if it thinks it is appropriate. The LA will then inform the parents/carers.
- 17.3 If the LA decided it is necessary to issue an EHCP, it will be finalised within the 20 week overall time limit. If the LA decides that an EHCP is not necessary, it must notify parents/carers and the school and give the reasons for its decision. This notification must take place within 16 weeks of the initial request. The LA must also inform the child's parent/carer or young person of their right to appeal that decision and the time limit for doing so, of the requirements for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.