



SEND POLICY

Reviewed by: Mrs A Jacobs	Date: Sept 2025	Next review: Sept 2026
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Introduction

This policy outlines how our school supports and provides for pupils with Special Educational Needs and Disabilities (SEND).

Statement of Intent

We are dedicated to ensuring that all staff are well-prepared to identify and support pupils with SEND, enabling full participation in every aspect of school life.

We believe that all teachers are responsible for the progress and development of every pupil in their class, including those receiving additional support from learning support assistants or specialist staff. This responsibility is integral to effective teaching and learning across the school.

Our goal is to implement a structured, pupil-centred approach that engages pupils, families, school staff, and external professionals. Through collaboration, we aim to ensure access to a broad, balanced, and high-quality curriculum tailored to each child's individual needs.

Our Vision for Pupils with SEND

We strive to create an inclusive, supportive educational environment where all children and young people, including those with SEND, can thrive academically, socially and emotionally.

By offering a range of opportunities and personalised support, we seek to nurture each pupil's growth throughout their education and into adulthood, recognising and celebrating their unique strengths and potential.

Policy Statement: Inclusive Teaching and Responsibility for SEND

All teaching staff share the responsibility for the learning, progress and overall development of every pupil, including those with SEND. This responsibility remains even when pupils are supported by learning support assistants or specialist staff.

While the Special Educational Needs and Disabilities Coordinator (SENDCo) provides strategic leadership and oversight, classroom teachers retain day-to-day responsibility for planning, delivering, and monitoring support for each student.

Our inclusive approach is rooted in the belief that every pupil deserves both the support they need and the highest aspirations. This ethos is woven into our school's leadership, management, and all aspects of SEND provision.

Roles and responsibilities

The SENDCO (Special Educational Needs Disability Coordinator) is responsible under the leadership and direction of the Head of School, for overseeing the development, implementation, monitoring, evaluation and review of the SEND Policy at Adcote School in consultation with:

- Parents and guardians
- Students
- Teaching Staff and Learning Support Assistants
- External Agencies

All Teaching and Support Staff are responsible for the day-to-day support of students through differentiated instruction and the delivery of a high-quality curriculum tailored to individual needs.

Head of Learning Support, Mrs. Annabel Jacobs, oversees all students with Education, Health and Care Plans (EHCPs) and those registered on the wider SEND (Special Educational Needs and Disabilities) register. Responsibilities include:

- Management and daily operation of the Learning Support Department.
- Serving as the primary point of contact for external agencies providing additional support to students on the SEND register, as well as for the parents and guardians of SEND pupils.
- Leading the development and implementation of high-quality SEND provision as an integral part of the school's educational framework.
- Collaborating with and providing guidance to teachers and teaching assistants.
- Coordinating with school medical staff to meet students' medical needs.

Learning Support Assistants (LSAs):

When appropriate, pupils with an EHCP will be assigned a named Teaching Assistant who maintains regular contact and support.

Regular communication between home and school, via email or written correspondence, will be maintained to ensure consistent support.

This policy should read in conjunction with the following school policies:

- Teaching and Learning Policy
- Admission Policy
- Equality, Diversity and Inclusion Policy
- Assessment, Recording and Reporting Policy
- Complaints Policy

Identification of children and young people with special educational needs and disabilities

At Adcote School, a pupil is identified as having Special Educational Needs (SEN) if they have a learning difficulty or disability that necessitates special educational provision - defined as support that is additional to or different from what is typically provided through a differentiated curriculum.

A pupil is considered to have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of their peers of the same age, or
- Have a disability which prevents or hinders them from accessing the educational facilities generally available to others of the same age.

The school recognises that pupils for whom English is an additional language (EAL) are not to be regarded as having a learning difficulty solely based on their language background.

Adcote School adheres to the SEND Code of Practice 2015 (updated 2024) in all matters concerning the identification, support, and provision for pupils with SEND. In line with our admissions policy, parents will be fully informed if SEND provision is recommended or required for their child.

During their time at Adcote, some pupils may be identified as having special educational needs. These pupils may require specific interventions or support that differ from or go beyond the standard differentiated curriculum. Such support will be provided only after thorough consultation with parents/guardians and may be delivered either for a limited period or on an ongoing basis, depending on the individual needs of the pupil.

In accordance with the SEND Code of Practice 2015 (updated 2024), pupils identified as having SEND will be assessed within one or more of the following categories of need:

- **Communication and Interaction needs (C&I)** Children and young people with speech, language and communication (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for children with SLCN is different and individual needs may change over time.
- **Cognition and Learning (C&L)** Support for learning differences may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning differences cover a wide range of needs. Specific learning difficulties (SpLD) affect one or more specific aspects of learning.
- **Social, Emotional and Mental Health Difficulties (SEMH)** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or Physical needs (S&P)** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally involved. These difficulties can be age related and may fluctuate over time. This could be a visual impairment, hearing impairment or a multi-sensory impairment.

Supporting Children and Young People with Special Educational Needs and Disabilities (SEND)

The school is committed to providing an inclusive environment and ensures appropriate support for students with Special Educational Needs and Disabilities (SEND) through a range of tailored provisions, including:

- Implementation of personalised learning programmes to meet individual needs.
- Allocation of Learning Support Assistants (LSAs) to support students in lessons, where necessary and agreed. Please note that this support may require private funding.
- Differentiated teaching strategies delivered by classroom staff, informed by current information on individual SEND needs and supported by ongoing professional development.
- Collaboration with a range of external agencies to provide specialist advice and guidance.
- Access to medical specialist support when required.

- Availability of counselling services to support emotional wellbeing.

Monitoring and Supporting Pupil Progress

The progress and achievements of all pupils are regularly monitored by their class teacher, who is responsible for delivering high-quality, inclusive teaching. Learning opportunities are carefully differentiated to meet the individual needs of each pupil.

When a pupil demonstrates slower than expected progress or falls behind age-related expectations, additional support may be provided under the direction of the class teacher. Progress is evaluated through various indicators, including alignment with age-related expectations, improvement on the pupil's previous rate of progress, or efforts to close or prevent the widening of the attainment gap between the pupil and their peers.

Newly enrolled pupils who raise concern are monitored for half a term to allow them time to adjust to the new school environment. If a pupil has an identified additional need upon entry, a Pupil Passport will be developed, outlining their specific needs and strategies for classroom support. This information is shared with relevant staff to ensure consistent and appropriate provision.

If a pupil continues to make insufficient progress despite targeted interventions and quality-first teaching, the class or subject teacher will collaborate with the school's Special Educational Needs Coordinator (SENCO) to determine whether the pupil may have a significant learning difficulty. Together, they will plan and implement further support.

In some instances, it may be necessary to seek input from external professionals, such as a specialist teacher or Educational Psychologist. This will only be undertaken following consultation with and consent from the pupil's parents or guardians.

When identifying a potential special educational need, consideration will be given to any of the four categories of need, which may be present individually or in combination.

Nature of Intervention

The Special Educational Needs Coordinator (SENCO), in collaboration with subject teachers and the pupil, will determine appropriate actions to support individual learning needs. These may include:

- Curriculum differentiation to ensure accessibility for all pupils. This may involve adaptation of grouping strategies, one-to-one support, teaching styles, or lesson content.
- Adaptations to teaching practice, such as allowing extended processing time, pre-teaching key vocabulary, reading instructions aloud, or providing visual schedules.
- Use of alternative learning materials or assistive technology, including laptops, coloured overlays, pencil grips, spell-check tools, or reading pens.
- Allocation of additional staff for designing and monitoring targeted interventions.
- Staff training and development to implement effective teaching strategies.
- Access to external support services, where appropriate, for one-off advice, training, or recommendations regarding strategies and equipment.
- Provision of effective in-school support, aiming to meet needs without requiring ongoing external agency involvement.

Individual Learning Plans

An Individual Learning Plan (ILP) will be developed for pupils requiring more targeted support. Each ILP will contain:

- Clearly defined SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound)
- Details of the pupil's learning needs
- Teaching strategies and interventions to be used
- The planned provision and support
- Review dates and criteria for evaluating outcomes

ILPs will include information that goes beyond standard classroom differentiation and will focus on two to three specific learning goals. ILPs are reviewed on a termly basis, with input from parents and the pupil wherever possible.

Pupil Passports

Prior to the development of an ILP, a Pupil Passport may be used to identify a pupil's key learning needs, preferred learning styles, and effective teaching strategies. These documents may also contain relevant background, including involvement from external agencies or outcomes from assessments.

The Graduated Approach: Assess, Plan, Do, Review

For all pupils identified as having Special Educational Needs and/or Disabilities (SEND), the school will implement the graduated approach, which follows a four-part cycle:

- 1. Assess** – Identify the pupil's needs through observation and data.
- 2. Plan** – Decide on strategies and interventions to address those needs.
- 3. Do** – Implement the planned support.
- 4. Review** – Evaluate the impact and make necessary adjustments.

This cycle will be embedded within the school's regular termly assessment and planning cycle. For pupils with an Education, Health and Care Plan (EHCP), these reviews will be incorporated into the formal Annual Review process, with regular parental engagement.

Exiting the SEND Register

When a pupil makes sufficient progress and no longer requires support that is "additional to or different from" the quality-first teaching provided in class, a review will be held. In agreement with parents/carers, the pupil may be removed from the school's SEND register.

Statutory Assessment of Needs (Education, Health, and Care Plans)

If, despite the school taking appropriate and targeted steps to identify, assess, and support pupils with Special Educational Needs and/or Disabilities (SEND), a child does not make the expected progress, either the school or the parents may consider requesting an Education, Health and Care (EHC) needs assessment.

For pupils who have an Education, Health and Care Plan (EHCP), Adcote School will conduct annual review meetings and complete all necessary documentation as part of the review process.

Evaluation of SEND support

The school routinely reviews the quality of provision for all pupils, including those with Special Educational Needs and Disabilities (SEND), in accordance with its assessment and monitoring schedule. The *Assess, Plan, Do, Review* cycle is central to evaluating individual support for pupils with SEND, with reviews taking place at least once per term. Where necessary, staff will receive additional training, guidance, resources, or support to enhance pupil progress and address specific learning needs.

Supporting Pupils and Families

We strive to work collaboratively with parents and guardians, valuing and respecting their important role and responsibilities. Parents are encouraged to engage with the school and relevant professionals to ensure their child's needs are identified and addressed as early as possible.

Short courses may be offered as supplementary support alongside regular lessons. This often provides an adequate level of assistance, particularly when combined with small class sizes, but support is tailored and regularly reviewed on an individual basis.

Learning Support staff assess the appropriate level of support needed for each child. Our team includes Learning Support Assistants and qualified teachers with specialisms in Dyslexia, Dyscalculia, and pastoral care, offering support either on a one-to-one basis or in small groups across the school.

For pupils with an EHCP, regular communication is encouraged between parents, the child's Learning Support assistant, and the Head of Learning Support. This communication supplements the usual reporting procedures and annual review meetings.

Exam access arrangements

Access arrangements are provided to ensure that pupils with Special Educational Needs (SEN) or temporary disabilities can fully participate in all external examinations without being disadvantaged due to their difficulties.

In applying for exam access arrangements, the school adheres strictly to the regulations set forth by the Joint Council for Qualifications (JCQ). These regulations mandate that supporting evidence of need must be provided and that any access arrangement requested reflects the pupil's usual way of working (Normal Way of Working - NWOW).

Pupils who receive learning support or have been identified through other means will undergo assessments to gather the necessary evidence of need. Where comprehensive evidence is required, assessments will be conducted by a qualified external agency. In such cases, parents may be responsible for covering the associated costs.

Staff training

The SENDCO, senior leadership team, and external agencies collaboratively provide ongoing training to teaching staff as an integral part of the school's Continuing Professional Development (CPD) and Learning and Teaching programme. Recent training topics have included differentiation strategies, autism in girls, ELSA pastoral support, and the identification of issues requiring supporting evidence.

Specialist trainers and advisors, such as diabetic nurses, are invited periodically to deliver targeted training to meet specific needs.

Support staff also participate in continuous professional development, with training delivered by the SENDCO or external specialists, tailored to the identified needs within the Learning Support department.

Medical Needs

The school adheres to the duties outlined in the Children and Families Act 2014, requiring arrangements to support pupils with medical conditions. Individual Healthcare Plans specify the type and level of support necessary to meet these needs. Where medical needs qualify as disabilities, the school complies with its obligations under the Equality Act 2010. Oversight of these healthcare plans is managed by the school Medical Officer.

Data Management

Pupil SEND records are maintained in accordance with the Department for Education's guidance as detailed in the 'Statutory Policies for Schools' (February 2014).

Complaints will be dealt with through the School's Complaints procedure. This is available from Adcote School's website.