SEND Policy

The White Rose Federation

Date Adopted: **Autumn 2026**

Date for Review: **Autumn 2027**

Contents

1 Policy Overview 2
2 Vision Statement 2
3 Key Staff 2
4 Aims 2
5 Scope 3
6 Legislation and Guidance 3
7 Definitions 4
Inclusion 4
Barriers to Learning 4
SEND 5
EYFS Statutory Framework 5
Under Achievement 5
Non Compulsory School Age 5
EAL 5
8 Working Principles 6
9 Supporting Students with Emotional and Social Development 8
10 Graduated Approach 8
11 Identifying Students with SEND 9
12 Reasonable Adjustments 10
13 Monitoring 10
14 Entering or Exiting the SEND Register 11
15 Referrals for an Education, Health and Care Plan (EHCP) 11
16 Complaints 11
17 Roles and Responsibilities 12
18 Training and Resources 14
19 Further support 14
20 Legislation and Policies 14

1 Policy Overview

The Special Educational Needs and Disabilities Policy (SEND) is designed to set out the school's approach to SEND provision:

- Sets out how our school will support and make provision for pupils with SEND.
- Explains the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Establishes how the school meets its statutory duties and responsibilities in relation to the Send Code of Practice and the Equality Act.

2 Vision Statement

Our Federation Vision

One family, branching out together

Our Federation is a safe and caring environment which allows our community to flourish and grow. We nurture positive relationships, which lie at the heart of all that we do.

We believe in engaging pupils through challenging and inspiring learning opportunities, which are rooted in practical learning. We foster independence and resilience, enabling each unique individual to fulfil their potential academically, socially, morally and spiritually, learning to become responsible members of our society.

Our Values

Happy, safe, valued – nurturing all to flourish and grow

3 Key Staff

Name	Role	Contact information
Rosie Baron	SENCO	rbaron2@wrfed.pmat.academy
Jess Titterington	SENCO (On maternity leave)	jtitterington@wrfed.pmat.academy
Suzanne Keeler	Executive Headteacher	head@wrfed.pmat.academy
Cara Whitehead	Inclusion Lead - Pastoral and Attendance	cwhitehead@wrfed.pmat.academy
Eleanor Langhorn	Inclusion Lead - Pastoral, Attendance & SEND	elanghorn@wrfed.pmat.academy

4 Aims

Where the SEND Policy is effectively delivered, it will allow the school to:

- Monitor the progress of all children to aid the earliest possible identification of SEND.
- Use its best endeavours to make sure that children with SEND get the support they need.
- Ensure that children with SEND have equal opportunity to engage in the activities of school alongside children who do not have SEND.
- Inform families when we are making special educational provision for their child.
- Work with families and local partners in the best interests of our children.
- Endeavour to prepare all students for adulthood, independent living and employment.
- Provide every child with access to a broad and balanced education in line with the Special Educational Needs Code of Practice 2014.
- Work within the National Framework for SEND.
- Work in partnership with the Local Authority and the Local Offer.
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCO).
- Monitor the progress of all children to facilitate early identification.
- Follow the National Framework Graduated Approach as outlined in the White Paper when launched.
- Implement the Trust's Inclusion approach including the Universal Offer, Inclusion Offer and the Graduated Approach.

5 Scope

This SEND policy covers all students.

As part of the Trust's 'graduated response' this may be at a 'monitoring' level, SEND K or EHCP (Education Health and Care Plan).

This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

Implementation of this policy is delegated to headteachers. It is the responsibility of the headteacher (with support from central leaders) to ensure all staff (adults working within school) understand their role and responsibilities in relation to SEND and inclusion.

6 Legislation and Guidance

Code of Practice	All schools in England must have regard to the Code of Practice (2015) as it provides statutory guidance on duties, policies and

	procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities considering the guidance set out.
Equality Act	Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
Teachers' Standards	The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)
Children and families Act	Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

7 Definitions

Inclusion

Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers for participation and belonging. Inclusion is about the quality of experience; how young people are helped to learn, achieve, and participate fully in the life of the school. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

In our school, and within the Trust, the term Inclusion for pupils means:

"Creating a school environment where all pupils, especially those with special educational needs (SEN) and disabilities, feel fully included, have their needs identified and met, and achieve their potential by removing barriers to participation in school life."

We are committed to identifying and breaking down barriers, challenging inequality, and ensuring that diversity strengthens our schools and communities.

Further details can be found in the school's published Inclusion Strategy.

Barriers to Learning

Sometimes pupils have needs that extend beyond SEND. We identify the needs of students by considering the wider context or the greater picture, not just the special educational needs or disability of the child. Consideration will be made for any young

person who has or may have a disability or specific circumstances. Reasonable adjustments can be considered and implemented. The SEND Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current disability equality legislation.

The following barriers alone do not constitute SEND. Pupils with SEND are tracked closely via the schools approach to Inclusion, and may trigger a response at universal, targeted or specialist level if progress gaps are highlighted in any of the following areas:

- Attendance and punctuality
- Wellbeing
- Being subject to a Child Protection or Child in Need Plan
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of serviceman/woman
- IDACI

SEND

The SEND Code of Practice identifies four broad categories of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical.

These categories are used across Pathfinder Multi Academy Trust. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category, but to provide bespoke provision. We believe that identifying need at the earliest point and then making effective intervention improves long-term outcomes for the child.

EYFS Statutory Framework

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. Where relevant, the school will have arrangements in place to support EYFS pupils with SEND. Schools will work with private and voluntary pre-school settings to ensure pupils with SEND have an extended transition to school and provision is established prior to them starting in Reception.

Under Achievement

We acknowledge that some learners may be underachieving but will not necessarily have a special educational need; it is a school’s responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners ‘catch up.’ A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. This means provision that goes beyond the learning arrangements normally provided as part of high quality, personalised teaching within the Universal Offer in the classroom.

For this policy, a child is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than most others of the same age.

- A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Non Compulsory School Age

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

EAL

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them in addition to their language barrier.

8 Working Principles

The school works within the Assess, Plan, Do, Review Cycle as set out in the SEND Code of Practice.

Early Identification (Assess)

Staff members will seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, who complete a new starter form. We will liaise with any Early Years settings and Education, Health and Care services prior to the child's entry into the school.

Monitor (Assess and Plan)

We monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and, when deemed necessary, specialist teachers, will help to ensure that they are able to reach their full potential. Below is a list, not definitive, of monitoring process examples:

Academic Reports	Highlighting and recording strengths are areas to develop.
Progress meetings and reviews	Held in year groups, phases, departments to review all pupils progress and attainment.
Teacher and Parent meetings	Annual meetings to review monitoring of pupil progress and development.
Informal monitoring	Phone calls, emails, conversations between colleagues, parents and/or school leaders.

Watch list	A formal recording of pupils with emerging needs.
SEND register	A formal record of pupils and need.
Assess, Plan, Do, Review cycle	A statutory and formal process to monitor and review which often includes professionals, families, young people and agencies.
EHCP and EHCP Reviews	An annual statutory review for pupils identified as having SEND and requiring an Educational Health Care Plan.
Individual Support Plans	School-based plans that set out support and do not need a formal diagnosis.
Graduated Response	The Trust's established tiers of support
The National Framework	A tiered approach of Targeted, Targeted Plus and Specialist support

Set Out Provision (Plan and Do)

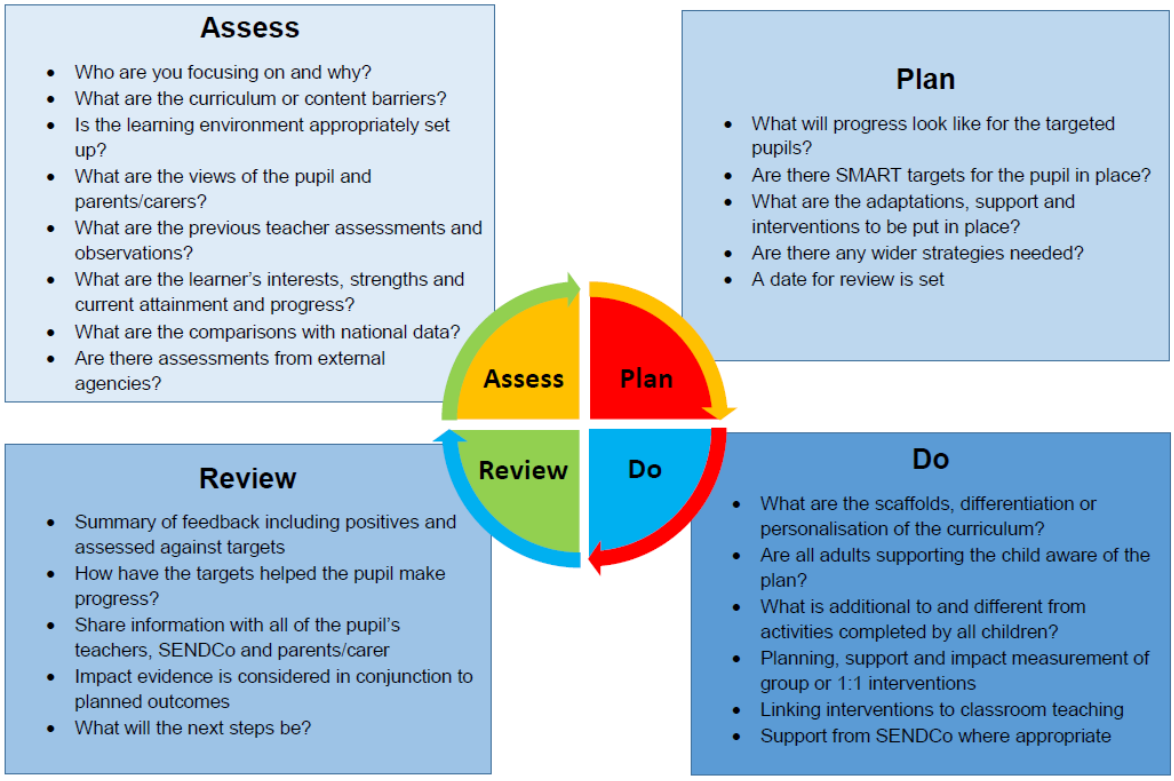
Make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. The school will seek the support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services will include specialist teacher support for the hearing impaired and visually impaired; speech and language therapy; Children, Adult Mental Health Service (CAMHS) and the Network of SENDCOs operating within the Trust.

In addition, the school will take into consideration the school environment. The school aims to create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinion of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as sports events, school visits, clubs and leadership opportunities.

Feedback and Review (Review)

Depending on the individual's needs, the school will engage in a series of review activities:

- Work with professionals to gain a better understanding of the student and involve them in all stages of the student's education.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.



9 Supporting Students with Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of leadership roles.
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.
- Pupils with SEND can access support as part of the school's Universal Offer.
- We have a zero-tolerance approach to bullying.

10 Graduated Approach

The school follows the Trust's Graduated Response. This is an expected approach to supporting students in stages:

Universal Provision All schools, every classroom, every teacher, all children.	• A broad and balanced curriculum. • Quality first teaching underpinned by Teacher Standards. • Behaviour policy is known, understood and implemented by all, consistently and fairly. • Adaptive teaching or modified tasks as required – reasonable adjustments will be made based on school's professional judgement. • The class teacher is accountable for the progress of the pupil within the mainstream class.

	• High expectations for children's involvement and engagement with their learning. • Appropriate use of questioning, modelling, scaffolding and explaining.
Targeted Provision Every classroom, some students.	• Plans that identify specific needs, support and outcomes. • SMART targets that support the child. • Schools may seek professional advice for some children. • Children are likely to have barriers to learning which schools will endeavor to remove through the assess, plan, do, review cycle. • Support is additional to and different from the universal provision. • Additional, time limited provision in the form of small group intervention to accelerate progress and enable pupils to close the gap.
Specialist Provision Few students.	• Specialist intervention and advice as commissioned by the school. • Long term, complex needs and/or disabilities reviewed in line with the Assess, Plan, Do, Review approach. • Some provision may be accessed off site as commissioned by the school. • SMART targets (Specific, Measureable, Achievable, Relevant, Time-bound). • Bespoke provision as agreed through the Assess, Plan, Do, Review approach.

Students who are identified as having SEND will be provided with an Individual Support Plan which will set out the following information:

- Identified needs
- Specific support and/or interventions
- Expected outcomes
- Tracking of progress
- Review arrangements and dates

This plan will be reviewed termly.

Where a student requires support beyond the classroom, the school will utilise the most suitable provision to meet the needs of the student. This may include the use of the following provisions:

Provision	Details
In house provision	Alternative learning spaces provided in school.
The Burrow Outreach	Bespoke in school support.

The Burrow	Provision sessions hosted at St Lawrence's C of E Primary School.
Alternative Provision	Local Authority provision.

11 Identifying Students with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Next, class teachers/ subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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; or
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Universal Offer, or whether something different or additional is needed.

This then helps determine the 'different from' or 'additional to' support / provision that is needed.

12 Reasonable Adjustments

For some students, there may be associated behaviours that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for students whose specific needs mean that they find the Universal Offer difficult to meet.

A reasonable adjustment never means that we lower our expectations, it means that some students need additional support to ensure that they meet the high expectations that we have for all our children.

13 Monitoring

SEND K (SEND support pupils): Assessment reviews are held regularly throughout the year, typically at the end of each cycle three times a year.

EHCP students: For pupils with an EHCP one of the three reviews will be the statutory EHCP Annual Review. The SEND Support Plan will be updated from information disclosed at the review meetings with the family and the child.

The progress and attainment of students identified as SEND will be monitored and reviewed through whole school systems and available data, such as baseline, formative and summative academic assessment, attendance, behaviour and whole year group screeners, enhanced by further assessment and review relating to their individual needs.

This will be different for each student, depending on their needs and provision, and could include but is not limited to standardised tests, For example profile assessments, intervention specific baselines and assessments, documents designed to monitor and review individual targets, e.g. Individual Education Plans (IEPs), progress against targets and outcomes listed in a professional's reports or an EHCP.

The school's SENDCO will work with the appropriate staff identified to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views; and
- Advice from external support services, if relevant.

14 Entering or Exiting the SEND Register

The SEND register is a fluid document that is reviewed at the end of each cycle. If a child is deemed to have SEND, they will be added to the SEND register and parents will be notified. If a child's needs are being managed successfully within the classroom with no different or additional support, then the child no longer needs to be classed as SEND Support (K code). Upon this decision, families will be informed by the school.

15 Referrals for an Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action, to identify, assess and meet the SEND of the child or young person and the child or young person has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care Needs Assessment (EHCNA).

The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENDCO, social care, health professionals and Educational Psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

The decision will be made by an external panel (formed on behalf of the Local Authority) which will include people from education, health and social care about whether the child is eligible for an EHCP. This responsibility sits with the Local Authority.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Families also have the right to personally initiate an EHCP with their Local Authority if they wish to do so.

Where a student has an EHCP, the LA must review that plan as a minimum every twelve months.

The local authority can require schools to convene and hold annual review meetings on its behalf. The “APDR” cycle will continue, and further agencies and professionals may get involved.

16 Complaints

Should a parent feel that there is a need to raise a complaint, the school’s Complaints Procedure should be followed.

Where a family raises an appeal against the outcome in an EHCP assessment, the school will provide the tribunal with factual information and documentation.

17 Roles and Responsibilities

The headteacher has a responsibility to:

- Provide information systems and processes which include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its routine business which includes systems to monitor the progress, behaviour and development of all pupils.
- Designate a qualified teacher who is working at the school, to be the special educational needs coordinator (SENDCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information about the arrangements for the admission of children with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist children with SEND, and publish the school’s accessibility plan.
- Appoint a Local School Committee Member to oversee Trust school arrangements for SEND.
- Monitor the use of commissioning of alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education

The school’s SENDCO has a responsibility to:

- Work with the headteacher 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 pupils with SEND, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Maintain an accurate and up-to-date register of the provision made for children with SEND within mainstream schools.
- Maintain a SEND Report that details the Graduated Approach, Universal Offer and Local Offer.
- Identify, assess, and make provision for all children and young people with SEND, whether this be at monitoring, K or EHC level.
- Co ordinate the provision of reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of children with SEND and the facilities provided to enable access to Trust schools for pupils with disabilities.
- Ensure arrangements are in place to support children at school with medical conditions.
- Ensure that children are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- Fulfil the legal duty to provide reasonable adjustments to any student disadvantaged in examinations by a special educational need or disability as per the JCQ's, SATS and or equivalent access arrangements and reasonable adjustments annual publication.
- If it is in the best interest of the pupils, and in collaboration with the headteacher, consider the commissioning of alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education as an enhancement to existing provision.
- Take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.
- Make explicit their provision for SEND and inclusion in the publication of their statutory SEND Information Report, in line with guidance set out in the SEND Code of Practice 2014 and the SEND Regulations 2014 (links in section 1). The SEND information report will be published on the school website and updated annually, each school will ensure that their SEND Information Report is easily accessible and set out in clear, straight forward language and include relevant named contacts who are available at the academy.
- Each local authority has a statutory duty to produce a 'Local Offer' detailing information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have an EHCP, in their area. As a 'partner body or agency', schools have a statutory duty to cooperate with the local authority in the development and review of the Local Offer.
- Engage with the Trust's SEND and Inclusion Teams, training, networks and central support.

The SEND Trustee will:

Scrutinise the effectiveness of the Trust's policies, procedures, and statutory compliance, distinguishing it from the operational monitoring duties of a school-level SEND, Inclusion or Disadvantaged Governor.

The SEND governor (LGC member) will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this; and
- Work with the headteacher and the SENDCO to determine the strategic development of the SEND Policy and provision in the school.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants 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 pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy.
- Ensuring they access information on individual pupils' Special Educational Needs, including Pupil Passports, Individual Learning Plans (ILPs), targets set and in class adjustments; and
- Ensuring that contributions are made to reviews.
- Plans, documents and that these are kept up to date.

18 Training and Resources

The staff at our school are able to access SEND training. This training covers teacher SEND training, leadership development and wider workforce development:

- SEND support and interventions are funded through the school's budget.
- The training needs of staff are identified annually at both Trust and school level.
- To maintain and develop the quality of teaching and inclusive provision, all staff are required to undertake training and development.
- Trust SEND essentials are disseminated through headteacher meetings and collective networks, then cascaded by senior and middle leaders in schools.
- The SENDCO will cascade necessary training and/or arrange for external professional training to deliver to school staff where necessary. This is often supported by central staff where domain specialist expertise supports delivery, subsequent understanding and implementation.
- The school accesses local training from 'Experts at Hand' and local networks.
- All teachers and support staff undertake induction on taking up a post, which includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

19 Further support

The school works alongside other professional bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families as required. We work with the following agencies to provide support for pupils with SEND:

- CAMHS
- Specialist Teacher Team
- Other Trust schools

20 Legislation and Policies

The school acknowledges that there are likely to be regular updates to national policy with the implementation of the White Paper, 2026.

This policy has due regard to legislation including, but not limited to:

- the Children and Families Act 2014
- the Health and Social Care Act 2012
- the Equality Act 2010
- (Disability) Regulations 2010
- the Education Act 2002
- the Children Act 1989
- the Special Educational Needs and Disability (Amendment) Regulations 2015
- Accessibility Policy.

This policy also has due regard to statutory and non-statutory guidance including:

- Department for Education (DfE) *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (2015)
- *Supporting Pupils at School with Medical Conditions* (2025)
- *Keeping Children Safe in Education* (2026)
- *Working Together to Safeguard Children* (2026)
- The *School Admissions Code* (2021)
- *Working Together to Improve School Attendance* (2022, updated 2026).