

Outwood Grange Academies Trust

SEND POLICY

Document control table

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Document History

Version	Date	Author	Note of revisions
V13	Sept 25	TSL Vulnerable Pupils and Inclusive Practice	Minor wording changes. Introduced a 'purpose' section. Reference to the 'Working together to improve school attendance' (2024) policy and Children and Families Act (2014). Removed reference to 'Schools SEND Information Report Regulations (Sept 2014)'. Extended vision and principals. Included reference to external agencies in 'Objectives'. Condensed wording into a table for the 4 broad areas of need. Reference to attendance in the 'Identifying SEND section'.

PURPOSE

This SEND Policy sets out our approach to Special Educational Needs and Disability (SEND) across Outwood Grange Academies Trust. To find out how this policy is implemented across our academies, see the SEN Information Report on the academy's website.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 years (Jan 2015)
- Keeping Children Safe in Education (Sept 2025)
- Working together to improve school attendance (Aug 2024)
- The Equality Act (2010)
- Children and Families Act (2014)
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- Safeguarding Policy
- Accessibility Plan

SECTION I

The SENDCo for each academy is listed within their SEND page which can be found on individual academy websites.

Every teacher is a teacher of every child, inclusive of those with SEND. We believe in raising the aspirations and expectations of students with SEND. We focus on the outcomes for each child to overcome the barriers for learning. All students are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

SECTION 2 VISION AND PRINCIPLES:

As a multi-academy trust we place students first, ensuring we raise standards and transform lives.

We believe that local children should attend local schools and we are not, and never will be, selective in our admissions: we are fully inclusive and welcome children from vulnerable groups, e.g. SEND, Children in Care (CIC), Children in Need (CIN), etc.

In our trust we strive to create an inclusive teaching environment that offers all students, no matter their need and abilities, a broad and balanced curriculum. We are committed to offering all students the chance to thrive and fulfil aspirations. We aim to achieve this by making reasonable adjustments throughout school life, including: teaching, the curriculum and the school environment.

OBJECTIVES:

- to work within the guidance provided in the SEND Code of Practice, January 2015;
- to ensure early identification, assessment and provision made for any child who may have SEN and/or Disabilities;
- to continually monitor the progress of all students, to identify needs as they arise and to provide intervention and support as early as possible;
- to utilise outside agency support, as required, provided by the Local Authority for SEND;
- to provide full access to the curriculum through quality first teaching and adaptive learning;
- to involve parents/carers/guardians at every stage in plans to meet their child's additional needs;
- to involve the students themselves in planning and in any decision making that affects them.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

Area of Need	Description
Communication and Interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Students on the autistic spectrum often have needs that fall into this category.
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their

	peers. A wide range of needs are grouped into this area, including: • Specific learning difficulties, which impact 1 or more specific areas of learning such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or Physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided for. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

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 adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Assessments of attainment progress are made at regular intervals and those students making less than expected progress, given their age and individual circumstances, are identified. 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 can include progress in areas other than attainment – for instance, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These assessment reviews are made regularly throughout the year. For children 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 parents/carers and the child.

At Outwood Grange Academies Trust we identify the needs of students by considering the needs of the whole child, 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 and 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 alone do not constitute SEND:

- Attendance and Punctuality
- Health and Welfare
- 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

However, many students with SEND face complex barriers to attendance. Their right to education is the same as any student. Therefore, our attendance ambition is the same for any student. Please reference our attendance policy for further information around support.

SECTION 4: A GRADUATED APPROACH

Teachers are responsible and accountable for the progress and development of the students in their classroom, including where students access support from Teaching Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all students. High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. All teachers, supported by the Senior Leadership Team, assess progress of all students 6 times throughout the school year. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all students, considering the training needs and support of all staff to have a holistic view of a young person's needs to align with early identification of SEND and a graduated response. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Where students are falling behind or making inadequate progress given their age and starting point they will be placed on a focused and carefully monitored intervention programme.

In deciding whether to make special educational provision, the SENDCo will consider all of the information gathered from within the school about the student's progress. Students are only identified as SEND if they "have a learning difficulty or disability which calls for special education provision to be made for him or her" and the Equality Act definition of learning difficulty or disability; "a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". "Long-term" means the impairment should have lasted or be expected to last at least a year. This information gathering will include an early discussion with the student, their parents/carers and teachers, developing a good understanding of the student's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the **'different from'** or **'additional to'** support / provision that is needed. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. When it is decided that a student does have SEND, the decision is recorded in the schools SEND register and the student's parents/carers are informed that special educational provision is being made.

SEND Support in schools When a student is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the child's SEND Support Plan. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the student in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEND of the child.

For some students, there may be associated behaviours related to their special educational need and or disability that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for students, whose specific needs mean that they find our high expectations 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 of our students. Please speak to the SENDCo to discuss reasonable adjustments that can be put into place for your child.

Assess

In identifying a child as needing SEND support, the SENDCo, with assistance from other appropriate members of staff, such as the teacher and/or Inclusion staff, carries out a clear analysis of the student's needs in the form of a SEND Support Plan. This draws on the teacher's assessment and experience of the student, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the student's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare our own assessment and information on how the student is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their SEND Support Plan. The support and intervention provided is selected to meet the outcomes identified for the student. Parents/carers will be made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed every term, along with the views of the student and their parents/carers. This then feeds back into the analysis of the student's needs. The class teacher, working with the SENDCo, revises the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.

Referral for an Education, Health and Care Plan (EHC Plan)

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 should consider requesting an Education, Health and Care (EHC) needs assessment. If we identify that additional funding and support are needed from the LA High Needs Block, we will then complete a funding request as per Local Authority procedures.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan assessment will combine information from a variety of sources which could include: information from parents/carers, teachers, SENDCo, social care, health professionals, advisory services 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 Children and Families Act 2014 states that the Local Authority must document how to obtain an EHC needs assessment on the Local Offer. The decision will be made by an external panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan to be issued. Parents/carers have the right to appeal against a

decision not to initiate a statutory assessment leading to an EHC Plan and the content of the plan if agreed to issue. Parents/carers also have the right to personally initiate an EHCP with their local authority if they wish to do so.

Where a student has an EHC plan, the local authority 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 “assess / plan / do / review” cycle will still continue, and further agencies and professionals may get involved.

SECTION 5: STUDENTS ON THE SEND REGISTER

The students who have been identified as having a SEND and are on the SEND register, either under the category of SEND Support or EHC plan, have their progress carefully monitored every half-term through the Praising Stars system by the teacher, SENDCo and SLT. This then highlights any areas of concern or underachievement, taking into the account the child’s difficulties, and action is taken. Alongside this, each child will have their own SEND Support Plan which identifies their barriers to learning, needs, clear outcomes and incorporates the assess/plan/do/review graduated approach set out by the Code of Practice (Jan 2015). The class teacher is responsible for maintaining, updating and evidencing progress according to the outcomes described in the plan. Alongside the SEND Support Plan, some students will have a personalised provision timetable, which shows when the child is receiving provision that is in addition to or different from their peers.

These will both be reviewed as part of the ‘assess / plan / do / review’ process every term, involving a meeting with the parent and child. The SENDCo may also be in attendance. If we identify that we are unable to fully meet the needs of a student through our own provision arrangements, we can then refer to external agencies and professionals.

Students and parents/carers involved at every part of the process, their considerations and views will be taken into account and termly review meetings will be arranged. The teacher, parent and student will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

The SEND register is a fluid register. If students, when having received appropriate identified support, begin to make good progress (holistically) and close the gap with their peers, they can, in consultation with parents/carers, come off the SEND register. 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. Upon this decision parents/carers will be informed by the academy.

SECTION 7: SUPPORTING STUDENTS AND FAMILIES

STUDENTS FIRST – The voice of the child.

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make

choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practise making choices, will feel safe, secure and supported throughout their educational experience.

At Outwood Grange Academies Trust, we encourage students to participate in learning by:

- regular target setting in line with Academy policy.
- participation in the Annual Review of EHC Plans.
- participation in transition planning.
- being involved in decision making.
- Student Voice activities.

The schools SEN Information Report and the Local Authority Local Offer is available on each academy website for parents/carers to access. Schools have links with other agencies which support the family and their children. Admission arrangements can be found in the Local Authority Admissions Policy.

A transition process takes place for those students moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all students but additional arrangements are put in place for those students who have Special Educational Provision, these are adapted to the needs of the child.

Local Authorities have a parent partnership service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Refer to the Local Authority's Local Offer information on their website for full information on Parent Partnership Services.

SECTION 8: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The Trust is fully committed to providing students with medical conditions the same opportunities as others at their Academy in line with the statutory guidance 'Supporting pupils with medical conditions' December 2015 and 'Children and Families Act 2014'.

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed.

Specific personalised arrangements are put in place in school to support students with medical conditions. Please also see the separate Supporting Students with Medical Conditions Policy.

SECTION 9: MONITORING AND EVALUATION OF SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all students. The school reports the evaluations of all provisions to the Academy Council representatives and the SEND representative. These evaluation and monitoring arrangements promote an active process of continual

review and improvement of provision for all students.

The Academy Council has a representative with responsibility for SEND. Details of this person is on the SEND page of the Academy website.

SECTION 10: TRAINING AND RESOURCES

SEND support and interventions are funded through the school's budget. The impact of these interventions and support is carefully monitored.

Training needs of staff identified and planned from half-termly progress meetings and bi-annual performance management meetings.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this 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.

The SENDCo is appropriately qualified and receives additional training to recognise the difference between an unmet need and behaviour that systematically, persistently or significantly threatens the safety and/or impedes the learning of others. This behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

The Academy SENDCo attends termly development days in order to keep up to date with local and national updates in SEND.

SECTION 11: COMPLAINTS PROCEDURE

The Academy complaints procedure is in line with the policy of Outwood Grange Academies Trust.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, after having spoken to the SENDCo they can then request a further appointment with a member of the SLT, who will be able to advise on formal procedures for complaint.

SECTION 12: REVIEWING THE POLICY

Our SEND policy will be reviewed annually in line with the accessibility plan, bullying and safeguarding policies.