

Outwood Grange Academies Trust

SEND POLICY

Document control table

Document title:	SEND Policy
Policy owner(s):	Trust Strategic Lead for Inclusive Practice and Vulnerable Pupils
Version number:	V14
Date approved:	14 September 2026
Approved by:	OGAT Board
Date of next review:	September 2027

Document History

Version	Date	Author	Note of revisions
V14	Sept 26	TSL Vulnerable Pupils and Inclusive Practice	Changed 'students' to 'pupils' Added reference to Reasonable Adjustment Passports. Added a contents page. Included a definitions section.

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AIMS AND OBJECTIVES

Our SEND Policy aims to set 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 \(Sept 2026\)](#)
- [Working together to improve school attendance \(July 2026\)](#)
- [The Equality Act \(2010\)](#)
- [Children and Families Act \(2014\)](#)
- [Statutory Guidance on Supporting students at school with medical conditions \(Dec 2015\)](#)
- [Working Together to Safeguard Children \(2026\)](#)

Please also refer to our Safeguarding Policy, Supporting Children with Medical Conditions and Accessibility plan for further information.

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 pupils with SEND. We focus on the outcomes for each child to overcome the barriers for learning. All pupils 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 pupils 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.

Our Trust strives to create an inclusive teaching environment that offers all pupils, no matter what their needs and abilities, a broad and balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the Academy/school environment to make sure that pupils with SEND are included in all aspects of Academy/school life.

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 pupils, 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 pupils themselves in planning and in any decision making that affects them.

SECTION 3: DEFINITIONS

Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an educational or training provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. All academies/schools in our Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

SECTION 4: BROAD AREAS OF NEED

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description
Communication and Interaction	Pupils with needs in this area may need support in communicating with others. Pupils may require support in understanding what is being said to them, support with expressing themselves, or support in understanding the social rules of communication. Pupils with Autism often demonstrate needs that fall into this category.
Cognition and Learning	Pupils in this area often need support with learning at the same pace as their peers. A wide range of needs are typically categorised into this area, including: • Specific Learning difficulties, which impact one 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment • Executive Functioning Difficulties.
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 pupils becoming withdrawn or isolated.
Sensory and/or Physical	Pupils within this area may need support in accessing the educational facilities generally provided for. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils 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 pupil 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 pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils 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.

SECTION 5: A GRADUATED APPROACH

Assessments of attainment progress are made at regular intervals and those pupils making less than expected progress, given their age and individual circumstances, are identified. Assessments can include progress in areas other than attainment, e.g., where a pupil 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 pupils 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 are examples of what does not constitute as SEND:

- Attendance and Punctuality
- Health and Welfare
- Being subject to a Child Protection or Child in need Plan
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or Care Leaver

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

Identifying need

Teachers are responsible and accountable for the progress and development of the pupils in their classroom, including where pupils 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 pupils.

Staff will assess each pupil's current skills and levels of attainment when they start at the Academy. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the Academy may need to make. Class teachers will regularly assess the 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 their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

High quality teaching, adapted for individual pupils, through our Inclusive Classrooms model, is the first step in responding to pupils who have or may have SEND. All teachers, supported by the Senior Leadership Team, assess progress of all pupils throughout the school year. The Senior Leadership Team regularly and carefully reviews the quality of teaching for all pupils, 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 pupils and their knowledge of the SEND most frequently encountered. Where pupils 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 pupil's progress, alongside referencing the criteria of SEN in line with the definition in the Code of Practice. 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 pupils and their parents/carers. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

For some pupils, there may be needs related to their special educational needs and or disability that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for pupils, 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 pupils need additional support to ensure that they meet the high expectations that we have for all of our pupils. Please speak to the SENDCo to discuss reasonable adjustments that can be put into place for your child.

SEND Support in schools

When a pupil 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 pupil 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.

The class teacher remains responsible for working with the pupil 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 pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

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

Consulting and involving pupils and parents/carers

Outwood Grange Academy Trust will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. When aiming to identify whether a pupil needs special education provision, an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps

We will formally notify parents/carers if a pupil will receive special educational provision.

Once a pupil has been identified as having SEND, Outwood Grange Academies will endeavour to take action to remove or overcome barriers to learning by putting effective special educational provision in place.

This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:

- Assess
- Plan
- Do
- Review

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 pupil 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.

This policy operates alongside the Academy Safeguarding Policy and aligns with statutory guidance including Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. We recognise that pupils with special educational needs or disabilities can face additional vulnerabilities. We work in close partnership with local health, social care, and multi-agency partners under the Family Help framework to ensure early, coordinated support and effective information sharing.

SECTION 6: LEVELS OF SUPPORT

Reasonable Adjustments

Pupils may meet the definition of a disability but may **not necessarily have SEN**, and therefore may not require additional to and different from provision. However, these individuals may need reasonable adjustments implemented in school. In this case, a Reasonable Adjustment Passport will be created and reviewed annually.

Academy-based SEN Support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the Academy through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the Academy's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care plan (EHCP)

Pupils who need more support than is available through the Academy's SEN provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. On the census these pupils will be marked with the code E.

Exiting the SEND register

The SEND register is a fluid register. If pupils, when having received appropriate identified support, begin to make good progress (holistically) and close the gap with their peers, and no longer require additional to or different from provision, they can, in consultation with parents/carers, come off the SEND register.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all pupils 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 pupils 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.
- Pupil 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 pupils moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all pupils but additional arrangements are put in place for those pupils 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 PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 pupils 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 and Disabilities (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 pupils with medical conditions. Please also see the separate Supporting Pupils with Medical Conditions Policy.

SECTION 9: MONITORING AND EVALUATION OF SEND

We regularly evaluate the effectiveness of provision for pupils with SEND by:

- Getting feedback from the pupil and their parents/carers
- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENDCo and leaders across school
- Monitoring by the Trust Strategic Lead(s) and School Standards Improvement Partners (SSIP)
- 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 pupils. 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

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 pupils.

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. It will also be updated if any changes to the information are made during the year