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SOUTH OSSETT INFANTS ACADEMY

Special Educational Needs and Disabilities (SEND) Policy

A MEMBER OF Accord MULTI ACADEMY TRUST

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Approvals			
Name	**Position**	**Signature**	**Date**
A Lancashire	Chair of Trustees	A Lancashire	4 February 2026
A Warboys	CEO	A Warboys	4 February 2026

Document History			
Version	**Date**	**Author**	**Note of Revisions**
1.0	January 2025	SENDCo	New policy for South Ossett Infants Academy in line with Trust template for Accord MAT.
2.0	February 2026	SENDCo	Changes in wording (Section 6): outcomes replaced with targets

Introduction

The Accord Multi Academy Trust is a single legal entity, therefore references to "the Trust" in this policy should be considered as inclusive of its Academies.

1. Policy Statement and Principles

1.1 The Accord Multi Academy Trust recognises the achievements and abilities of all of our pupils. We value the contributions that every child can make to the educational and cultural life of our academies. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All staff will actively seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEND are valued, respected and equal members of our community.

1.2 This policy works in conjunction with other relevant policies all of which safeguard the interests and welfare of children. Policies are reviewed annually or updated if national guidance requires it during the course of the year. Relevant policies can be found on each Academy's website. These include:

- Accessibility Plan
- Anti-bullying Policy
- Safeguarding Policy
- Behaviour and Exclusions Policy
- Managing Medicines Policy
- SEND Information Report (Local Offer)

1.3 Principles

We believe in raising the aspirations and expectations of young people within our academies. In relation to pupils with SEND, we focus on the outcomes for each individual child and how to help them to overcome the barriers for learning. All children and young people are entitled to an education that enables them to make progress.

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, CiC, etc.

1.4 Policy Aims

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all young people can thrive by paying attention to these specific areas:

- work within the guidance provided in the SEND Code of Practice, Jan 2015;

- identify and provide for pupils who have special educational needs and additional needs;
- monitor the progress of all pupils, to identify needs as they arise and to provide intervention and support as early as possible;
- provide full access to the curriculum through quality first teaching and differentiated planning;
- involve parents/carers at every stage in plans to meet their child's additional needs;
- involve the children themselves in planning and in any decision making that affects them.

1.5 Definitions

- **Child/Children/Pupil/Student** includes everyone under the age of 18.
- **Headteacher** – the person with overall accountability for the Academy to the Academy Education Committee (AEC) and the Trust. This could mean Executive Principal, Principal and/or Head of Academy.
- **Staff** refers to all those working for or on behalf of the Academy / Trust, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers and adoptive parents.
- **SENDCo** - Each Academy will have an appointed Special Educational Needs Coordinator (SENDCo)
- **Learner Profiles –** Pupils who have a particular need or diagnosis but do not require individual targets may have a learner profile. This outlines what the needs are and how these should be managed.
- **Pupil Learning Plans –** Pupil learning plans provide practical strategies and guidance for teaching staff to best support SEND students within lessons. They are seen as a working document which can be constantly refined and amended when used.
- **My Support Plan (MSP)** – This is document which the academy will use to request a statutory assessment from the local authority. It forms the basis for the subsequent EHCP (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment.
- **Educational Health Care Plan (EHCP)** - An EHCP is a legally binding document which sets out the child or young person's needs, the provision they require and the educational placement they should attend. The EHCP should be detailed and contain specific information about the support that should be delivered.
- **SEND Register** – This is the document within the academy that lists all pupils with SEND requirements and is updated by the SENDCo on a regular basis.
- **Provision Maps** – These are documents produce each term by class teachers which identify interventions groups, starting points and then outcomes of the intervention.

1.6 Types of SEND

SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

2. SEND Legislation & Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2014)
- Schools SEND Information Report Regulations (Sept 2014)
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- Keeping Children Safe in Education (Sept 2024)

3. Roles and Responsibilities

3.1 The Board of Trustees

- The Board of Trustees is responsible for ensuring SEND policies and procedures are in place and adhered to across the Trust.
- It ensures that the Trust creates a culture of inclusion, valuing the contributions that every child can make to the educational and cultural life of our academies. It ensures that Academies offer an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities.
- The Board of Trustees, through the Scheme of Delegation, delegates the day-to-day management and implementation of SEND to the Academy Education Committee and Principals of each Academy within the Trust.

3.2. Chief Executive Officer (CEO)

- The CEO will ensure that procedures are in place to monitor that SEND policies and procedures are in place and adhered to across the Trust.

3.3. The Academy Education Committee (AEC)

In line with Trust Scheme of Delegation, the AEC ensures that the Academy:

- Ensures the Academy fosters a culture where the inclusion of all pupils is paramount, and staff feel confident to challenge over any concerns.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- They are fully informed about SEND issues, so that they can play a major part in academy self-review.
- Develops a training strategy that ensures all staff receive information about the Academy's SEND arrangements on induction, which is regularly updated.
- Monitors performance of SEND pupils on a regular basis.

3.4 The Headteacher:

- Creates a culture where the inclusion of all pupils is paramount, and staff feel confident to challenge over any concerns.
- Ensures that the SEND Policy is implemented and followed by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the SENDCo to carry out their role effectively.
- Works closely with the SENDCo and ensures job descriptions reflect the role.
- Ensures induction and training of all staff.
- Works closely with the Central Trust team and CEO as required.
- Monitors and reports to the AEC about the implementation of the SEND policy and related procedures and outcomes.
- May delegate this role to a designated member of SLT.

3.5 The SEND Coordinator:

- The Academy has appointed a member of staff to the role of SEND Coordinator (SENDCo), specifically Cheryl Ashcroft.
- The SENDCo will take **lead responsibility** for SEND arrangements. This is explicit in the role holder's job description.
- This person will have the appropriate status and authority within the Academy to carry out the duties of the post.
- The SENDCo will be given the time, funding, training, resources and support to provide advice and support to other staff on SEND arrangements, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for young people with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify young people with special educational needs

- Carrying out assessments and observations of young people with specific learning problems
- Supporting class teachers in devising strategies, drawing up My Support Plans, setting targets appropriate to the needs of the child, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- Monitoring class provision maps where intervention groups are identified, and outcomes are recorded each term.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the academy's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information
- Contributing to the in-service training of staff
- Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one to the other.

3.6 All Staff

- Staff are responsible for following the guidance in this policy and as provided by the SENDCo to support the learning and development of pupils within the Academy.

4. Identifying Special Educational Needs

The Code of Practice identifies 4 broad categories of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical. The purpose of identification is to work out what action the academy 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 differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Assessments of attainment progress are made every half-term and those pupils 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 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 every term. For children with an EHCP one of the three reviews will be the statutory EHCP Annual Review. We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

The following are NOT SEND but may impact on progress and attainment:

Disability (the 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 Student Premium Grant
    - Being a Child in Care (CiC)
    - Being a child of Serviceman/woman

We observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

5. A Graduated Approach

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. High quality teaching, differentiated for individual pupils, 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 every half-term. The Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, by classroom observations and half-termly progress meetings. 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 academy about the pupil's progress. Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. This information gathering will include an early discussion with the pupil, their parents and teachers, developing a good understanding of the pupil's areas of strength and difficulty, the parents' 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 pupil and their parents. 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 pupil achieve the identified outcomes and remove any barriers to learning. When it is decided that a pupil does have SEND, the decision is recorded in the academy's SEND register and the pupil's parents are informed that special educational provision is being made.

5.1 SEND Support in the Academy

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 PLP. 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.

Assess

In identifying a child as needing SEND support the SENDCo, with support from the teacher, carries out a clear analysis of the pupil's needs in the form of a pupil learning plan. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare to our own assessment and information on how the pupil 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. Pupils on the SEND register may be assessed against Wakefield Progression Steps rather than end of year expectations depending on academic ability.

Plan
All teachers and support staff who work with the pupil 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 pupil learning plan. The support and intervention provided is selected to meet the outcomes identified for the pupil. Parents 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 pupil's progress are reviewed every term, along with the views of the pupil and their parents. 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 and pupil.

Following reviews of the PLP if progress is not being made in collaboration with classroom teachers, parents and external agencies a pupil maybe identified as requiring a My Support Plan (MSP) this records what is important to the child/young person and their family and how best to support them. Contributions from all advice givers, a shared understanding of an individual's strengths and needs. What is in place and what needs to change for the pupil as well agreed outcomes and actions. MSP is not a statutory document. However, it is the document which educational settings (including Pre-5 and Post-16 settings) will use to request a statutory assessment. It forms the basis for the subsequent EHC Plan (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment.

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

Where, despite the Academy having taken relevant and purposeful action through the SEND Support process to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress the Academy or parents 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 Plans will combine information from a variety of sources including parents, 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 a local authority panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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.

6. Managing Pupils Needs on the SEND Register

The children 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 on a termly basis. 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 pupil learning plan which identifies their barriers to learning, needs, clear targets 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 targets described in the plan. Alongside the pupil learning plan, some children 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 pupil through our own provision arrangements, we can then refer to external agencies and professionals.

Pupils and parents are 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 pupil will be fully aware of their role in meeting the outcomes and helping the child overcome their barriers to learning.

The SEND register is held in electronic format by the Academy. It is available for use by all staff.

7. Criteria for Exiting the SEND Register

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no different from or additional to support, then the child no longer needs to be classed a SEND Support.

8. Supporting Pupils and Families

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children 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 practice making choices, will feel safe secure and supported throughout their educational experience. 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
- Student Voice activities

The Academy SEND Information Report (Local Offer) is available on our website for parents to access. The Academy has links with other agencies which support the family and pupil. Admission arrangements can be found in the Academy Admissions Policy.

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

The LA has 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.

9. Supporting Pupils with Medical Conditions

The Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan 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 the Academy to support pupils with medical conditions.

10. Monitoring and Evaluation of SEND

We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The Academy reports the evaluations of all provisions to the Academy Education Committee (AEC). These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

11. Training and Resources

SEND support and interventions are funded through the Academy SEND 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 pupils, 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 Academy's SEND provision and practice and to discuss the needs of individual pupils.

The Academy SENDCo regularly attends Trust and external SENDCo network meetings in order to keep up to date with local and national updates in SEND.

12. Complaints Procedure

The Accord Multi Academy Trust complaints policy can be found on the Academy website.
Special circumstances may apply in relation to certain aspects of a SEND related complaint.

Please contact the Academy SENDCo for further information in the first instance.