

Cherry Tree Academy

SEND Policy 2025-2026



INTRODUCTION

This policy sets out our vision and aims for children with special educational needs and disability (SEND). At Waterton Academy Trust we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We recognise that:

- Each child is an individual with his or her own particular educational needs;
- All pupils have the right to a broad, balanced and ambitious curriculum, adapted to reflect their needs and with regard to continuity and progression;
- Learning experiences should encourage self-motivation and independence and focus on positive achievement;
- The nature of a child's SEND might be long or short term and in one or more areas;
- Our partnership with parents / carers is key to ensuring appropriate and effective SEND provision.
- All teachers are teachers of pupils with special educational needs or disability. SEND is therefore a whole academy responsibility that requires a whole academy approach.
- There is an obligation to support our local partners in delivering quality SEND provision, and where possible as a trust we will endeavour to do so.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

At Cherry Tree Academy, we believe in treating all pupils as individuals and catering for their personal needs. This includes children with Special Educational Needs & Disabilities (SEND). We recognise that pupils have individual educational needs that should be taken into account and we aim to provide effective support for them. All pupils with SEND are valued and respected as equal members of the school. Staff will work to ensure that all pupils maintain high levels of self-esteem in order to achieve their full potential. At the earliest opportunity, support will be given to pupils by members of staff, working in partnership with parents/carers and other professionals, if applicable. The school is following National and Local Authority (LA) guidelines for the inclusion of all pupils. The effectiveness of provision for pupils, with SEND, will be monitored and evaluated, by the Headteacher, SEND Coordinator (SENDCO), members of the Senior Leadership Team and the Academy Standards Committee.

AIMS

Our school aims to:

- Ensure the SEN and Disability Act, and relevant codes of Practice and guidance, are implemented effectively across the school.
- Enable pupils with SEND to maximise their achievements.
- Promote a positive self-image and self-worth for all children.
- Ensure that the needs of pupils with SEND are identified as early as possible, assessed, provided for, monitored and regularly reviewed.

- Develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils in order to meet their individual needs.
- Ensure access for **all** children to a broad and balanced curriculum, including the National Curriculum – we strive for our curriculum to be inclusive for all.
- Work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- Maintain close links with support services, other schools and agencies, as well as professionals.
- Take views and wishes of pupils and parents/carers into account and involve them in planning and decision making.
- Raise staff awareness and expertise through relevant training.

DEFINITION OF SEND

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

- Children have SEND if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

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.

Cherry Tree Academy will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

THE FOUR AREAS OF NEED

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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 have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects 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.
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder.

	<ul style="list-style-type: none"> • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multisensory impairment. • A physical impairment. <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

ROLES AND RESPONSIBILITIES

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENDCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child’s care and support and with parents in an accessible format.

THE ROLE OF THE SENCO

The SENDCO is Miss Kirsty King.

The SENDCO has a key role in determining the strategic development of the SEND policy and provision in order to raise the achievement of children with SEND. Responsibilities include:

- Work with the trust, Headteacher and SEND governor (or whole Academy Standards Committee (ASC), as appropriate) to determine the strategic development of the SEND policy and provision in the academy in order to raise the achievements and accelerate the progress of pupils with SEND;
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND;
- Provide professional guidance to colleagues and work with trust staff, parents / carers, and other agencies to ensure pupils with SEND receive effective support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the academy’s delegated budget and other resources to meet pupils’ needs effectively and efficiently;
- Work with trust staff, the Headteacher and ASC to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the academy keeps the records of all pupils with SEND maintained and up to date;
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision;
- Liaise with the trust, parents / carers, external agencies regularly to provide information on pupils’ needs, provision and outcomes;
- Prepare and review information required by law to be published in relation to special educational needs provision.
- Meet the DSL regularly to review safeguarding for pupils with SEND, including CPOMS tags, plans, and pupil voice evidence.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, to ensure that:

- There is a whole school policy for SEND and that this is implemented throughout the school.
- The Academy Standards Committee is kept informed of the schools SEND policy/provision.
- Opportunities for staff development and training are provided.

- The SEND budget is allocated and used effectively.
- Liaise closely with the SENDCO when delivering the strategic development/delivery of this area.

THE ROLE OF THE TEACHER

All staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. Class teachers have overall responsibility for those pupils in their classes who have SEND.

They are responsible for:

- Ensuring that lessons are differentiated and setting suitable learning challenges, taking into account the needs of individual pupils with SEND.
- Taking account of different learning styles and using a multi-sensory approach.
- Providing a supportive working environment with readily accessible materials and equipment.
- Identifying early concerns and putting strategies into place to support pupils' learning, including involvement from the SENDCO, documenting this support on a 'Provision Map'.
- Creating My Plans as well as completing additional documentation required by the SENDCO or other external agencies.
- Deploying Teaching Assistants (TAs) appropriately to support the individual needs of children with SEND.
- Monitoring progress of My Plans and EHCP targets and liaising with the SENDCO, at least once per term, to review and update the targets.
- Liaising with TAs on pupil response and progress to inform planning.
- Discussing concerns and keeping parents/carers up to date on their child's progress, which may include regularly meetings, additional to Parents' Evening.
- Are adequately informed of individual needs, for specific children and where appropriate, are trained by external professional e.g. medical assistance.

THE ROLE OF THE TEACHING ASSISTANT (TA)

The Teaching Assistants work alongside teaching staff, making appropriate provision and supporting children's individual needs. Their responsibilities include:

- Supporting groups or individual children in class, as directed by the class teacher and/or SENDCO.
- Supporting small groups or individuals, outside of the classroom, where deemed necessary by the class teacher and/or SENDCO.
- Raising concerns and monitoring progress with the class teacher and/or SENDCO.
- Delivering targeted intervention programmes where needs have been identified by class teacher and SENDCO.
- Monitoring progress of interventions and feeding back to the class teacher and SENDCO.
- Liaising with the class teacher and SENDCO on pupil response and progress.
- Are adequately informed of individual needs, for specific children and where appropriate, are trained by external professional e.g. medical assistance.

ADMISSION ARRANGEMENTS

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. Cherry Tree Academy strives to be a fully inclusive school. We have an Admissions Policy which applies to all children, which can be obtained from the school's website. No child will be refused admission to school on SEND grounds unless the school is unable to provide a safe learning environment for them and reasonable adjustments cannot be made and met. Parents/carers are encouraged to inform the school of any special needs their child may have, on admission. They are invited to discuss these in order that the best possible provision can begin as soon as possible, working with outside agencies and professionals, as required.

ACCESS / FACILITIES

Cherry Tree Academy is situated on one level and can be accessed via both internally and externally, in various areas of the building. There is a disabled toilet with a safety handrail. For more information, please see our 'Disabled Access' information.

In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate pupils with disabilities and this will be reflected in the School's Accessibility Plan

SPECIALIST PROVISION

The school has no specialist SEND provision.

IDENTIFICATION AND ASSESSMENT

The importance of identifying a child with special needs, early in their education, is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be. It is expected that the class teacher will often be the first to identify any problems that a child may be experiencing, however we recognise that the identification of a child's needs can come from a number of other people, including GPs, parents/carers, health visitors etc.

SEND may be identified as a result of:

- Information received and assessments made on admission.
- Teacher assessment including:
 - Early Years Foundation Stage Profile records
 - Achievements at KS1 and KS2 SATs
 - Progress against objectives specified in the Primary Curriculum
 - Writing assessments
 - Reading Tests
 - Phonological awareness and sight vocabulary assessments
 - Weekly spelling tests
 - Maths and Science assessments
- Attainment is tracked using national age-related expectations and school's own data and tracking system.
- Observation through guided group work in class in consultation with other members of staff.
- Behavioural/emotional difficulties will be identified through observation by school staff.
- Physical difficulties will be identified by all teachers and/or members of staff who come into contact with a child who displays speech, hearing, vision, gross or fine motor problems or those whose parents/carers have informed the school of specific physical problems or disabilities.

Observations which cause concerns may include (*this is not a comprehensive list*):

- withdrawn behaviour
- undue aggression
- overly attention seeking behaviours
- lack of concentration
- suspected hearing impairment or loss of vision
- other medical concerns
- little or no progress
- academic learning difficulty

Any member of staff, who has concerns over a child, should pass these on to the class teacher or SENDCO, as appropriate and as soon as possible, so they can be dealt with at an early stage. Teachers also have the opportunity to meet with the SENDCO on a daily basis, during half termly Pupil Progress Meetings, as well as every term, during SEND support consultations, in conjunction with the LA's Learning Support Service, where new concerns can be raised.

When a child has been identified as having difficulties the following actions will take place:

- The class teacher and TA will continue to closely observe and monitor children where they have cause for concern.
- Parents/carers will be informed and invited to discuss concerns with the class teacher and/or SENDCO.
- The identification and assessment of the SEND of children whose first language is not English, requires particular care. All aspects of a child's performance in different subjects will be closely examined to establish whether the problems they have, are due to limitations in their command of the language or arise from SEND.
- The SENDCO will decide on next steps, which may involve consultation with outside agencies, and advise teachers.

A GRADUATED APPROACH (ASSESS, PLAN, DO, REVIEW)

The Code of Practice advocates a graduated approach to meeting pupils' needs. The core of the teachers' work involves a continuous four stage cycle of assessing, planning, teaching, and reviewing, taking into account the differences in pupils' abilities, aptitudes, disabilities and interests. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range, may have SEND. When they are identified as having SEND, the school will intervene through SEND Support, as outlined below.

SEND SUPPORT

SEND Support is characterised by additional support, interventions and/or reasonable adjustments that are different from, or additional to, the normal differentiated curriculum.

Triggers for SEND Support are concerns underpinned by evidence regarding pupils who, fall into a Primary Area of Need.

- **Communication and Interaction**
 - Speech & Language (SLCN)
 - Social Communication (and including those with a diagnosis of Autism – ASD)
- **Cognition and Learning**
 - Learning (Moderate/Severe/Profound/Multiple Learning Difficulty)
 - Specific Learning Difficulties
- **Social, Emotional & Mental Health Difficulties**
 - Emotional Regulation
 - Mental Health
- **Sensory and/or Physical Needs**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Physical (PD)
 - Medical/Multi-Sensory Impairment (MSI)

These children may:

- make little or no progress;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment, as implemented and advised by external agencies and/or professionals;

- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

The SENDCO and the child's class teacher, in consultation with the parent/carer and external agencies/professionals, where required, will decide on the action needed to help the child to progress. CTA is committed to and ensures multiagency approaches and working are at the centre of all our work and will **always** ensure that professional advice is sought. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment; • an LP.

MY PLAN

All children who are placed on the SEND register will have a My Plan in place. This document details the strengths and needs of the child and the provision in place to support them. It includes the child's views, the parent views and the long and short-term targets and outcomes. My Plans will be written by the class teacher with the support of the SENDCO as needed and parents will be involved throughout the process. My Plans will be reviewed at least once every term.

EDUCATION AND HEALTH CARE PLAN (EHCP)

This is awarded by the Local Authority (SENART), as part of a statutory assessment, when it is felt that a pupil needs a higher level of support and/or provision; in most cases, school, in conjunction with parents will request an EHCP statutory assessment. The EHCP is a legal, statutory and comprehensive document which builds on the information set out in the My Plan. It stipulates specified and quantified provision, as well as additional/different resources. It notes the placement and the top up funding provided for the pupil and is co-ordinated by the Local Authority (SENART) and often includes a wealth of additional agencies and/or professionals.

Where a request for an EHC needs assessment is made to the local authority, the pupil will have demonstrated significant cause for concern and the academy will have evidence gathered throughout the graduated approach highlighted above. Further information about the Education, Health and Care Needs Assessment process can be found via the local offer:

[Wakefield SEND Local Offer | Wakefield SEND Local Offer \(mylocaloffer.org\)](https://www.wakefield.gov.uk/education/SEND/LocalOffer)

ANNUAL REVIEW OF AN EDUCATION AND HEALTH CARE PLAN (EHCP)

All EHCPs are reviewed annually, when parents/carers, the LA, the school and other professionals involved consider the progress the child has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision. The LA will usually ask the school to hold a review meeting on its behalf at which evidence will be gathered. The SENDCO will usually convene the meeting, inviting the child's parents/carer, a relevant teacher, teaching assistants, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENDCO thinks appropriate. At the review, it can be decided whether to amend the EHCP, leave the EHCP as it is or decide that the plan is no longer needed because all the outcomes have been achieved.

PROVISION

Provision for pupils with SEND is a matter for the school as a whole. *All teachers are teachers of pupils with SEND.* All staff are committed to, and responsible for, helping pupils to overcome barriers to learning, ensuring progression and raising achievement. Therefore, teaching children with SEND is a whole school responsibility. All classrooms are expected to have a whole class visual timetable in place and to follow clear routines and expectations (see CTA behaviour curriculum and policy).

Provision may include:

- Access to alternative learning environments at points within the school day (e.g. access to a calm/quiet space, sensory breakout room, small group intervention spaces).

- Classroom regulation stations (to support SEMH and sensory needs).
- Sensory resources (e.g barrier boards, wobble cushions, ear defenders, bouncy bars, fidget toys).
- Adapted curriculum resources (e.g writing frames, writing scaffolds. Word banks, sound mats, spelling lists, number lines, 100 squares, practical resources, large print materials, use of technology to record, recording devices, pencil grips).
- Use of Communicate In Print (WIDGET) to break down instructions, provide scaffolds and adapt teaching resources.
- Adaptive seating within the classroom (e.g. table spaces / work stations, seating near the front on the class).
- Small group / 1:1 intervention time to target specific areas of difficulties that have been identified.
- Targeted support within the classroom.
- Peer support.
- Individual reward / behaviour trackers, behaviour contracts, risk assessments and hierarchy of support documents (to meet SEMH needs).

RESOURCES

Pupils with SEND have access to resources, equally with all other pupils. The school receives delegated funding from the LA to support pupils with SEND e.g. the purchasing of specific interventions, funding the work of external agencies. Any deficit in this funding is met from the school's budget. Resources and equipment, for individual children, are purchased according to need, as recommended by a professional, supported by documentation. For further detail, please see the section below - *External support services, agencies and/or professionals*.

Occasionally, children require adjustments to their school uniform, which relate to their individual needs. These alterations will be discussed and agreed by the SENDCO and the Headteacher.

ARRANGEMENTS FOR COORDINATING PROVISION

- The teachers/SENDCO will meet with both parents/carers and pupils to review My Plans or EHCPs' at least once a term and discuss concerns/progress.
- Targets arising from meetings, and reviews, will be made manageable and realistic and used to inform and support whole class approaches to inclusion, e.g. differentiation, adaptations and varied teaching styles etc.
- All staff will make the SENDCO aware of newly arising concerns using the SEND record of concern forms.
- SEND support is primarily delivered by class teachers, in conjunction with TAs, through quality first teaching including differentiated teaching methods and adaptive teaching, which may include advice from external agencies and/or professionals.
- Teachers should plan for support provided by TAs through targeted precision intervention planning.
- Additional support is provided by trained TAs through means of intervention programmes.
- The SENDCO, together with the Headteacher and relevant Senior Leaders, monitor the quality and effectiveness of provision for pupils with SEND through classroom observation, tracking pupil progress and close monitoring of intervention programmes.
- The SENDCO will request support from outside agencies where necessary.
- Support staff, class teachers, the SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
- Class teachers and the SENDCO will liaise with parents/carers to keep them informed.

ACCESS TO CURRICULUM AND INCLUSION

All pupils, including pupils with SEND, however severe, have a right to access the National Curriculum, in full. Differentiated activities and adaptive teaching methods are planned to allow maximum opportunity for all pupils to learn, in all curriculum areas. Teachers plan from the National Curriculum Programmes of Study and aim to provide effective, appropriate learning opportunities for all pupils. Barriers to learning will be considered when planning all aspects of classroom organisation, use of teaching materials, choice of teaching style and form of differentiation / adaptation. A multi-sensory approach is used throughout the school. Collaborative learning styles are encouraged, and different methods of recording are available when needed. For pupils identified with SEND, additional support is

provided within the classroom unless the activities or needs of the pupil, or other pupils, make withdrawal necessary, e.g. use of space, specialist equipment or the need for a less distracting environment; the pupil voice is also incorporated into the support to ensure it is appropriate for their individual needs. Care is taken at all times to promote high levels of self-esteem among pupils. Consideration will be given to special arrangements for SATs, e.g. extra time, a scribe or reader, where this would enable pupils to achieve their potential and the necessary access arrangements or modifications are applied.

MONITORING AND REVIEWING

Progress of all SEND pupils is reviewed regularly by the SENDCO, class teacher and other involved members of staff. All documents outlined above are kept up to date and used to record targets and progress achieved. For pupils receiving SEND Support, the class teacher, SENDCO and other involved members of staff monitor and review progress through:

- SEND Documentation, as outlined above.
- Class assessments.
- Statutory assessments.
- Monitoring and assessment of intervention programmes, evidenced via Provision Maps.
- Scrutiny of planning and work.
- Lesson observations.
- Advice, support and recommendations received from external agencies and/or professionals.

Progress at all stages is reviewed by the SENDCO.

PARTNERSHIP WITH PARENTS/CARERS

Parents/carers have a vital role in supporting their children's education and we value their contribution as partners. The school operates an 'open door' policy and is keen to work in partnership with parents/carers and other family members. Parents/carers are welcome to come into school, to discuss any concerns they may have about their children's learning, and to share and celebrate their children's achievements. Formal Parents' Evenings are held in the autumn and spring terms, during which the pupil's progress is discussed with the class teacher, and SENDCO if appropriate. During the summer term, parents/carers are provided with a formal report of their child's progress and achievements throughout that academic year and are able to speak to the teacher and/or SENDCO informally.

Parents/carers views are sought when My Plans and EHCPs, are in the process of being reviewed; they receive copies and are invited to make an important contribution, which will support their child's learning. They will meet with the class teacher to discuss their child's progress throughout that year and contribute to target setting, with the opportunity to discuss any concerns they may have. Parental/carer permission is always sought before a referral is made to outside agencies or support services. The SENDCO and/or class teacher will hold additional meetings with parents/carers, as required, to discuss progress, concerns, SEND plans and provision, or to offer support.

PUPIL PARTICIPATION

CTA is an inclusive school and this is central to our ethos and values. We recognise that children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate, where possible, depending on age, maturity and capability, in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

All personal targets will be discussed with pupils and their views sought on how they will achieve their learning targets. They will be asked to participate in the writing of their individual plans and/or targets to allow them an input into the information provided to all staff, regarding their individual likes, dislikes, needs and requirements.

PARTNERSHIP WITH OTHERS

If it is evident that a child is making little or no progress, despite interventions and/or reasonable adjustments being put in place, then the SENDCO will seek the parents/carers agreement to consult the appropriate external agency.

Evidence will show, despite receiving differentiated teaching and a sustained level of support, a pupil:

- continues to make little or no progress in specific areas over a long period;
- continues to work at National Curriculum standards considerably lower than that expected for a child of similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from a specialist service;
- have on-going communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

EXTERNAL SUPPORT SERVICES, AGENCIES AND / OR PROFESSIONALS

It is the policy of our school that external support services, agencies and/or professionals are central to any decisions that are made for any pupil, including those with SEND. We **will not** allow any equipment, including specialist, e.g. writing slants, modified seating, mobility aids, visual or hearing equipment, into school without the correct medical and/or professional documentation which clearly identifies the needs and adjustments required in school; this also includes documentation to prove a diagnosis.

We will insist that professionals always visit our setting to observe and offer further advice on the necessary adjustments, if required. This is to ensure that all children's individual needs are met and provision is correct. Where a child has received a medical diagnosis, again, professional advice will **always** be sought to ensure all necessary adjustments have been implemented, correctly, by the school.

Any specialist assessments will be used to inform the future planning and provision for a child, as well as providing a measurement of progress. Additionally, if a child requires daily and/or weekly exercises, during the school day, this additional support will also require external confirmation from medical professionals e.g. physiotherapist or occupational therapist, who will be invited into school to assess their needs within the classroom environment. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental/carer consent will be sought for any additional information required. The resulting documentation will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

The school has two Joint Planning Meetings each year, held in the autumn and spring terms. These meetings are attended by the SENDCO, a representative from WISENDSS (Wakefield Inclusion Special Educational Needs Support Services) and any other applicable professionals. We use the Local Authority Educational Psychology Service. Advice can be sought on teaching techniques, strategies, classroom management and curriculum materials. (Where required, a member of the Senior Leadership Team will also attend).

It is also our school policy that all documentation, including medical, relating to external agencies, service and/or professionals is sent to the relevant party directly from school e.g. via secure email or post. Examples include questionnaires and referrals. Even when documentation may state to be returned to parents, as a school, we still send our copy of this information to the service.

Documentation from parents should be sent into school, addressed to the Interim SENDCO – Miss King. If documentation is sent into school via the Class Teacher, this will be immediately passed onto the SENDCO. All documentation is checked by the Headteacher.

OTHER AGENCIES

Professionals from other agencies may be involved with pupils whose needs are greater and require higher levels of provision than are available in a mainstream classroom.

These may include:

- Wakefield Inclusion and Special Educational Needs Support Services (WISENSS):
 - Visual Impairment Team
 - Hearing Impairment Team
 - Communication, Interaction and Access Team (CIAT)
 - Social Emotional Mental Health Team (SEMH)
- Learning Support Service (LSS)
- Educational Psychology Service (EPS)
- Occupational Therapists (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- Children & Families Inclusion Team (CFIT)
- Paediatricians and specialists
- School Nurse
- School's Community Team
- Exclusion Team & Educational Welfare Officer
- SEN Assessment and Review Team (SENART)

LINKS WITH OTHER SCHOOLS

We work in close partnership with the other Trust schools, as well as other schools within our locality. We also work closely with the high schools into which we fee.

TRANSITION

On entry to school:

- We work closely with local pre-schools and Nurseries to ensure information is shared prior to children starting at the school.
- Visits to nurseries may take place by the EYFS leader and / or SENCO to observe key children within their current setting.
- A transition program is in place which includes parent meetings, pre-visit afternoons and additional visits for some children/families.

Year 6 transition to high school:

- We work closely with the local high schools to ensure Year 6 pupils have a smooth transition to secondary education.
- Relevant information is shared by the SENCO with parental permission.
- Transition visits with additional visits organised for key pupils.
- Some children may receive additional transition support through WISENDSS transition workers.

Yearly transition within the school:

- A comprehensive transition package is in place throughout Summer 2 each year.
- Children visit their new classes on at least two occasions spending the afternoon with their new class teacher.
- Staff meeting time focusses on transition with additional staff meeting time focussing on SEND transition.
- Key documents are shared with new class teachers.
- Parents of key children are invited to meet the new class teacher.
- Additional transition visits for some children at the start of the new school term.
- New to Year Group parent meetings.

SAFEGUARDING AND SEND

We acknowledge that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.
- Please refer to the Child Protection and Safeguarding Policy, and Keeping Children Safe in Education (2025) for how the school/Trust aims to reduce these barriers in order to safeguard and protect children with SEND.

We therefore

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- ensure that every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

For details of signs and indicators of abuse please refer to Safeguarding Policy.

PHYSICAL TOUCH

All staff believe that physical touch for be may be necessary at times.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- Be non-abusive, with no intention to cause pain or injury.
- Be in the best interests of the child's safety and the safety of others.
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- Take account of gender issues.
- *Where applicable, additional external training and CPD will be sought, as required.*

(Please refer to Policy on Use of Reasonable Force for further information).

At our school, the Headteacher, Designated Safeguarding Leads and the SENDCO are responsible for ensuring that relevant staff are aware of any pupil who find physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc. The SENDCO and other members of staff have up to date 'Team Teach' (Positive Behaviour Management and Restrictive Physical Interventions) Training.

SENDCO IN-SERVICE TRAINING

- The SENDCO's need for training will be reviewed in line with the school's CPD requirements and with regard to priorities in the School Development Plan.
- The SENDCO provides in-service training as required, and is able to approach the various support services to deliver training.
- Class Teachers will be given new information, advice and skills through meetings, resources, publications and training alongside support from the SENDCO.
- They will attend 'Drop In' sessions, twice a year, to seek advice from the Advisory Teacher on target setting, classroom management and teaching strategies for pupils with SEND.
- TAs will be given support by the SENDCO as well as the relevant Class Teachers and will receive training as appropriate.

COMPLAINTS PROCEDURE

We urge parents / carers with any concerns regarding the SEND policy or the provision made for their child to speak to the academy as soon as possible and, in the first instance, to the class teacher or the SENCO. If parents / carers feel their child's needs are still not being met they should make an appointment to see the Headteacher. If concerns are still unresolved parents / carers may wish to engage with Waterton's complaints procedure.

NB - any issue relating to statutory SEN assessments should be pursued with the relevant Local Authority and not via Waterton's Complaints policy.

If parents / carers require further advice / support, they should use the local Information, Advice and Support Service for Special Educational Needs and Disability SENDIASS:

WESAIL SENDIASS Wakefield [Wakefield WESAIL SENDIAS - Family Action \(family-action.org.uk\)](http://Wakefield.WESAIL.SENDIAS-FamilyAction.family-action.org.uk)

MONITORING AND EVALUATING SEND

We closely track the progress and analyse data. Class teachers carry out regular assessments to ensure progress is being made and identify gaps in learning where children may need additional support or where support has been provided but there is still little or no progress.

Monitoring will consider the following:

- Is there effective communication between staff, parents/carers and SEND coordinator?
- Are LPs etc addressing the needs of the children? Do the children know their own targets and are they achieving them?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents/carers happy with the provision for SEND children?
- Are the intervention programmes impacting on a child's progress?
- Is there a reduction in the percentage of children with very low attainment?
- Is there an increase in the percentage of children recorded as having SEND attaining Age Related Expectations?
- Is there an increase in the percentage of children recorded as having SEND attaining the National Standard at the end of KS2 (expected standard)?

The SENDCO will provide information to the Academy Standards Committee as to the numbers of pupils receiving special educational provision through SEND Support and EHC Plans. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that the ASC are kept up to date with any legislative or local policy changes.

Document Detail			
Document Name	Special Educational Needs & Disabilities (SEND) Policy		
Version (versions tracked from 2022 onwards)	5		
Effective from:	September 2025		
Approved by:	Mr A Dawson		
Next Review Date:	September 2026		
Version Control			
Version	Date	Author	Change /Reference
1	November 2021	PM	Policy created
2	February 2023	PM	Change of Headteacher
3	February 2024	PM	Yearly review of policy
4	January 2025	KK	Yearly review of policy
5	August 2025	KK	Review and update of policy