# SEND Policy

| SEND Policy | |
|---|---|
| **Date Agreed** | Sept 2026 |
| **Review Date** | Sept 2027 |

**Contents**

1. Aims and objectives ..... 3
2. Vision and values ..... 3
3. Legislation and guidance ..... 3
4. Inclusion and equal opportunities ..... 4
5. Definitions ..... 4
6. Roles and responsibilities ..... 6
7. SEN information report ..... 9
8. Our approach to SEND support ..... 9
9. Attendance ..... 11
10. Safeguarding ..... 12
11. Expertise and training of staff ..... 12
12. Links with external professional agencies ..... 12
13. Admission and accessibility arrangements ..... 12
14. Complaints about SEND provision ..... 13
15. Monitoring and evaluation arrangements ..... 13
16. Links with other policies and documents ..... 14

**1. Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:
Make sure our school fully implements national legislation and guidance regarding pupils with SEND Set out how our school will:

I. Support and make provision for pupils with special educational needs and disabilities
II. Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
III. Help pupils with SEND fulfil their aspirations and achieve their best
IV. Help pupils with SEND become confident individuals living fulfilling lives
V. Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
VI. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
VII. Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
VIII. Make sure the SEND policy is understood and implemented consistently by all staff

**2. Vision and values**

Imagining a Boundless Future for our children

Each one of our schools is a lighthouse on the Isle of Wight where every child's potential stretches beyond the horizon, unhindered and infinite.

Excellence and achievement is a voyage we undertake together, every teacher, and family member are crew on our children's adventure.

Our schools are beacons of curiosity and unity where the children navigate challenges and celebrate triumphs side by side.

We shape tomorrow's society: Love is our compass, children are our anchor, and limitless aspiration is the tide that carries us forward.

Children:

Every child is our highest priority. We are committed to nurturing the whole child— where every child will love every day, building their aspirations, giving them amazing experiences and the confidence to take on any challenges to flourish and thrive, to be the best version of themselves.

Learning:

We ignite a lifelong love of learning where every child dares to dream big and reach beyond their limits. Our children's learning journey is a bright path, alive with memorable milestones combined with exciting opportunities that spark aspiration and curiosity. We nurture confident, resilient learners who persevere and learn skills that empower them to chart their own course with Love, Courage and Friendship.

**3. Legislation and guidance**

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

I. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
II. 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
III. The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
IV. 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
V. The governance guide for maintained schools/academy trusts which sets out governors' responsibilities for pupils with SEND
VI. 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.

**4. Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, 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 school environment to make sure that pupils with SEND are included in all aspects of school life.

**5. Definitions**

**5.1 Special educational needs**

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

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

I. A significantly greater difficulty in learning than most others of the same age, or
II. 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**5.2 Disability**

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

**5.3 The 4 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 | |
|---|---|
| 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 not understand or use the social rules of communication.<br>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.<br>A wide range of needs are grouped in this area, including:<br>I. Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>II. Moderate learning difficulties<br>III. Severe learning difficulties<br>IV. 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:<br>I. Mental health difficulties such as anxiety, depression or an eating disorder<br>II. Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>III. Suffered adverse childhood experiences<br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>Pupils may have:<br>I. A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>II. A physical impairment<br>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

**6. Roles and responsibilities**

**6.1 The SENCO**

The SENCOs at our schools are Mrs. Nikki Napier and Miss Emily Brewerton.

They will:

I. Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
II. Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
III. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
IV. Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
V. Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
VI. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
VII. Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
VIII. Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
IX. When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
X. Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
XI. Make sure the school keeps its records of all pupils with SEND up to date and accurate
XII. With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
XIII. With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
XIV. Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
XV. With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

**6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

I. Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
II. Do all it can to make sure that every pupil with SEND gets the support they need
III. Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

IV. Inform parents/carers when the school is making special educational provision for their child
V. Make sure that the school has arrangements in place to support any pupils with medical conditions
VI. Provide access to a broad and balanced curriculum
VII. Have a clear approach to identifying and responding to SEND
VIII. Provide an annual report for parents/carers on their child's progress
IX. Record accurately and keep up to date the provision made for pupils with SEND
X. Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
XI. Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
XII. Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
XIII. Determine their approach to using their resources to support the progress of pupils with SEND

**6.3 The SEND link governor**
The SEND link governor is Mandy Watson.

The SEND governor will:
I. Help to raise awareness of SEND issues at governing board meetings
II. Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
III. Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**6.4 The headteacher**
The headteacher will:
I. Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
II. Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
III. Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
IV. Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
V. Make sure that the SENCO has enough time to carry out their duties
VI. Have an overview of the needs of the current cohort of pupils on the SEND register
VII. Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
VIII. With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
IX. With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

X. With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

**6.5 Class teachers**

Each class teacher is responsible for:

I. Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
II. The progress and development of every pupil in their class
III. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
IV. Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
V. Ensuring they follow this SEND policy and the SEN information report
VI. Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

**6.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

I. Invited to termly meetings to review the provision that is in place for their child
II. Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
III. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
IV. Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

**6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

I. Explaining what their strengths and difficulties are
II. Contributing to setting targets or outcomes
III. Attending review meetings
IV. Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

**7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

**8. Our approach to SEND support**

**8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

I. Is significantly slower than that of their peers starting from the same baseline
II. Fails to match or better their previous rate of progress
III. Fails to close the attainment gap between them and their peers
IV. Widens the attainment gap
V.

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

I. Their previous setting has already identified that they have SEN
II. They are known to external agencies
III. They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

**8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

**8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in an IEP.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

**4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

I. The views of the parents/carers and pupils
II. The level of progress the pupil has made towards their outcomes
III. The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

**8.4 Levels of support**

**School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school 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 school's notional SEND budget.

On the census these pupils will be marked with the code K.

**Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. 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.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

**8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

I. Tracking pupils' progress, including a variety of data sources
II. Carrying out the review stage of the graduated approach in every cycle of SEN support
III. Using pupil questionnaires
IV. Monitoring by the SENCO
V. Holding annual reviews for pupils with EHC plans
VI. Getting feedback from the pupil and their parents/carers

**9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

**10. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

**11. Expertise and training of staff**

Our school's approach to training and developing expertise among staff is centered around continuous professional development (CPD) to ensure all staff are well-equipped to support pupils with SEN. Regular training is provided to both teaching and support staff, with the headteacher and SENCO actively monitoring staff needs to identify areas where additional training is required.

These identified needs are incorporated into the school's CPD plan to ensure targeted and effective professional growth. Training is regularly updated, with a focus on emerging or exisiting needs of each cohort.

Specific CPD is also offered for targeted areas of need, such as diabetes management, first aid, and MAYBO training. This comprehensive approach ensures that staff continuously build their skills and knowledge, enabling them to meet the diverse and evolving needs of our pupils.

**12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

I. Speech and language therapists
II. Specialist teachers or support services (Regulation and Emotional Support Team (REST), EdClass, Teachers for VI)
III. Educational psychologists
IV. Occupational therapists, speech and language therapists or physiotherapists
V. General practitioners or pediatricians
VI. School nurses
VII. Barnardos
VIII. Youth Trust
IX. IOW Neurodiversity Multidisciplinary Team
X. Child and adolescent mental health services (CAMHS
XI. Education welfare officers
XII. Social services

**13. Admission and accessibility arrangements**

**13.1 Admission arrangements**

Children are admitted to the academy in accordance with the established admission criteria. We ensure an inclusive approach and do not discriminate against children with special educational needs or disabilities. Parents are encouraged to fully inform the academy about any known educational, physical, medical, or social needs when expressing a preference for their child to attend. This information is vital to ensure a smooth transition and to help us assess the level of provision required to meet the child's individual

needs. To support families through the admission process, we invite them to take a guided tour of the school, where they will have the opportunity to meet the Principal or a member of the Senior Leadership Team (SLT), ask questions, clarify any information, and meet key staff members. During the tour, families can explore the facilities and provisions available, make arrangements for school uniform, and discuss home-school communication channels to ensure a seamless partnership in supporting the child's learning and wellbeing.

**13.2 Accessibility arrangements**

We adapt the curriculum and learning environment to ensure all pupils with SEND can access an ambitious, inclusive education. High-quality adaptive teaching is supported through personalised strategies, reasonable adjustments, visual aids, scaffolds and targeted interventions matched to individual needs.

To meet a wide range of needs, we have established specialist internal provision linked to the four areas of SEND need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH), and Sensory and Physical. Pupils accessing these provisions follow bespoke curriculum pathways tailored to their individual outcomes, with progress measured through B Squared assessment frameworks to track small-step achievement and inform next steps.

Our environments are designed using low-arousal principles, providing calm, structured and predictable spaces that minimise sensory and cognitive overload. Consistent routines, visual supports and clear classroom organisation help pupils feel safe, develop independence and engage successfully in learning. Through this approach, pupils with SEND are fully included in school life and benefit from high-quality teaching and learning alongside their peers.

The Accessibility Plan is available on the school website. It outlines our commitment to inclusive participation in the curriculum through strategies such as zones of regulation, adaptive teaching, SMART targets, stage-not-age assessments, visuals like PECS, social stories, interactive learning, and workshops. We enhance the physical environment with accessible parking, toilets, wide corridors, and visual aids to help disabled pupils fully engage with education and school services.

Additionally, we ensure the availability of accessible information through social stories, visual aids, and adaptive teaching methods, making materials accessible to all pupils.

**14. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO we will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found on the school website

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, SEN Mediation. You can request mediation by contacting 03330 062 835 or senmediation@kids.org.uk.

**15. Monitoring and evaluation arrangements**

**15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

I. All staff's awareness of pupils with SEND at the start of the autumn term
II. How early pupils are identified as having SEND
III. Pupils' progress and attainment once they have been identified as having SEND
IV. Whether pupils with SEND feel safe, valued and included in the school community
V. Comments and feedback from pupils and their parents/carers

**15.2 Monitoring the policy**

This policy will be reviewed by the SENCO every **year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

**16. Links with other policies and documents**

This policy links to the following documents:

I. SEN information report
II. The local offer
III. Accessibility plan
IV. Behaviour policy
V. Equality information and objectives
VI. Supporting pupils with medical conditions policy
VII. Attendance policy
VIII. Safeguarding / child protection policy
IX. Complaints policy