



The Wilnecote School

Title of Policy:

Special Educational Needs and Disability (SEND) Policy

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
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1. Aims

Our SEND policy aims to:

- Ensure that **every teacher is a teacher of SEND**, taking collective responsibility for meeting the needs of all learners.
- Make **SEND provision integral to the School Development Plan**, ensuring strategic oversight and continuous improvement.
- Enable students with SEND to **reach their full potential** through high-quality teaching, targeted support, and effective intervention.
- Ensure that all students with SEND are able to **participate fully in school life**, learning alongside their peers wherever it is reasonably practical.
- Support the **successful transition** of students with SEND at key points, including preparation for adulthood and life beyond school.
- **Identify and assess SEND needs early**, using appropriate and targeted assessments to ensure that timely and relevant support is provided.
- Work in **close partnership with parents and carers**, recognising the importance of their knowledge and insights in supporting their child's progress.
- Provide ongoing **staff training and professional development** to ensure that all staff can meet the requirements of students' needs effectively.
- Work collaboratively with **teachers, students, parents/carers and external agencies** to implement the SEND Code of Practice.
- Ensure that **all school policies, procedures and developments reflect inclusive principles**, promoting equity, access and high aspiration for every learner.

2. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 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.

There are four key areas of Special Educational Needs outlined in the SEND Code of Practice (2015):

1. Cognition and Learning - e.g. moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
2. Communication and Interaction - e.g. speech and language needs and autism
3. Sensory and Physical - e.g. physical disability, visual and hearing impairment
4. Social, Emotional and Mental Health - e.g. attachment difficulties, attention deficit hyperactivity disorder, eating disorders

3. Legislation and guidance

This policy is based on the statutory Special educational needs and disability code of practice: 0 to 25 years and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the responsibilities of schools and academy trusts towards pupils with SEND and disabilities. This includes the duty under section 66 to use their best endeavours to secure the special educational provision required by a pupil's special educational needs.
- The Special Educational Needs and Disability Regulations 2014, which set out requirements relating to Education, Health and Care plans, the role and responsibilities of the Special Educational Needs Coordinator and the publication of the SEND Information Report.
- The Equality Act 2010, which protects disabled pupils from discrimination, harassment and victimisation. The school has an anticipatory duty to make reasonable adjustments by considering and addressing potential barriers in advance, so that disabled pupils are not placed at a substantial disadvantage when accessing education, facilities, services or activities.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr. Mark Herbert mherbert@wilnecotehighschool.org

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Direct teaching assistants in supporting SEND pupils.
- Liaise with external agencies who support SEND pupils.

4.2 The SEND governor

The SEND governor is Sue Scott sscott@wilnecotehighschool.org

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and its provision in the school.

4.3 The Headteacher

The Headteacher is David Foskett headteacher@wilnecotehighschool.org.uk

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Be a teacher of SEND, Quality First Teaching - use various suitable strategies including those from the universal approach.
- Be responsible and accountable for the progress and development of every pupil in their class
- Use Focus Five to identify and support students with SEND
- Respond and adapt to any change in a student's needs
- Work closely with Teaching Assistants within their lessons to ensure that all students make progress
- Work closely with any teaching assistants or specialist staff to plan and

assess the impact of support and interventions and how they can be linked to classroom teaching

- Feedback to the SEND department to identify any support concerns with progress or support
- Ensuring they follow this SEND policy
- Continue to develop their knowledge and understanding of SEND needs

4.5 Teaching Assistants

- Support the learning of students
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Support students who qualify for Access Arrangements in examinations
- Continue to develop their knowledge and understanding of SEND
- Ensure they follow this SEND policy

5. SEND Identification

5.1 A student with SEND will have a need in one or more of the following categories

- Communication and interaction
This area includes difficulties with speech, language and social communication. Young people may struggle to understand or use spoken language, find it hard to interpret social cues, or experience challenges in expressing themselves. This includes needs such as Autistic Spectrum Condition (ASC), Asperger's Syndrome/High-Functioning ASC, and speech and language difficulties. These challenges can impact how learners interact with others and access learning.
- Cognition and learning
Young people in this category may learn at a slower pace than their peers, even with high-quality teaching and tailored support. This includes specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, as well as broader learning difficulties including moderate, severe and multiple learning difficulties. These needs can affect the development of literacy, numeracy, memory, organisational skills and overall cognitive processing.
- Social, emotional and mental health difficulties
This includes a wide range of needs where young people may struggle to manage emotions, form positive relationships or regulate their behaviour. Difficulties may present as withdrawal, anxiety, low mood, anger, or challenging behaviour. SEMH needs may be associated with conditions such as attention deficit hyperactivity disorder (ADHD), attachment difficulties or other mental health concerns. These needs can significantly influence wellbeing, engagement and readiness to learn.
- Sensory and/or physical needs

This area includes young people who have a disability or physical need that affects their ability to access the learning environment. This may involve visual impairments, hearing impairments, multi-sensory impairment, physical disabilities, processing difficulties or medical conditions such as epilepsy. Students may require specialist equipment, adaptations or ongoing support to participate fully in school life.

A number of students with SEND will transfer to The Wilnecote School with previously identified needs, existing support arrangements or a formal diagnosis. During the summer term of Year 6, the SEND Department and transition team work closely with families and staff at feeder primary schools to gather relevant information about each student's strengths, needs, barriers to learning, effective teaching strategies, reasonable adjustments and current provision.

For students joining the school at other points, equivalent information will be sought from their previous setting and family. Support and reasonable adjustments will be based on the student's identified needs and barriers to learning, participation and inclusion. A formal diagnosis is not required before appropriate support, or reasonable adjustments are put in place.

Where diagnostic reports or professional advice are available, these will be recorded and considered alongside student voice, parent or carer views, teacher observations, assessment information and evidence of progress when planning provision.

5.2 Early Identification

If a student has not previously been identified with SEND, but a concern is raised by the student, their family, a member of staff at Wilnecote School, or external professional we follow a **Graduated Response** in line with our SEND referral process. This approach ensures that the student's needs are carefully assessed, appropriate support is planned and implemented, and the impact of interventions is reviewed.

Our **Graduated SEND Referral Process** aims to identify students who may be struggling to fully access the school curriculum. It provides a holistic view of a student's school life to ensure that their needs are addressed effectively. Key elements include:

- **Regular Review Meetings:** Weekly meetings to discuss identified students and plan next steps.
- **Multiple Referral Sources:** Concerns can be raised by parents, teachers, pastoral staff, inclusion staff, SEND staff or external professionals.
- **Primary School Liaison:** Collaboration with feeder schools to support transition and information sharing.
- **Assessment and Screening:** Testing or screening to support identification of potential needs.
- **Parental Input:** Gathering information and concerns from parents or carers.
- **Behavioural Observations:** Monitoring patterns of behaviour identified by pastoral and inclusion teams.
- **School Monitoring Data:** Using whole-school tracking and monitoring processes to identify areas of concern.
- **External Agency Information:** Liaison with Social Services, Health, or other relevant agencies, considering progress beyond attainment, such as social

development.

Important Note: Slow progress or low attainment alone does not automatically indicate SEND.

5.3 SEND Referral System - Graduated Response Model

Our SEND Referral System follows the principles of the **Graduated Response**, ensuring that support for students with special educational needs and disabilities (SEND) is timely, evidence-based, and progressively tailored. At every stage, we actively involve **parents, carers, and students** to ensure a collaborative and transparent approach.

Initial Referral & Information Gathering

- Concerns may be raised by staff or parents/carers, or identified during departmental meetings.
- Initial information is gathered through classroom observations, round robins, and questionnaires.
- Parents/carers and students are informed and consulted before any further steps are taken.

Stage 1 - Assess, Plan, Do, Review (APDR)

- A support plan is co-developed with input from staff, parents/carers, and the student.
- Interventions are implemented and monitored within the classroom or through pastoral support.
- Regular feedback is provided to staff, parents/carers, and the student.
- Continue appropriate provision and monitoring, adapting support in response to evidence

Stage 2 - Enhanced APDR

- Further assessments are conducted, including SDQs, academic testing, and review of previous school records.
- Planning involves close collaboration with parents/carers, the student, teaching assistants, and external agencies where appropriate.
- Any temporary part time timetable must be exceptional, agreed, time limited, recorded, reviewed frequently and include a plan to return to full time education.
- Progress is reviewed with all stakeholders to evaluate the impact and determine next steps.

Stage 3 - Intensive APDR

- More targeted interventions are introduced, such as small group work or specialist support.
- Parents/carers and students are engaged in regular reviews and planning meetings.
- Multi-agency involvement is coordinated where necessary to ensure a holistic approach.
- The effectiveness of interventions is assessed collaboratively.

Stage 4 - EHCP Application

- If significant and sustained needs remain, a referral to the SEND Hub is initiated.
- A comprehensive evidence base is compiled with contributions from staff, parents/carers, and the student.
- A formal application for an Education, Health and Care Plan (EHCP) is submitted.
- Throughout the process, parents/carers and the student are kept fully informed and involved in decision-making.

This system ensures that all students receive appropriate support at the right time, with clear documentation and collaboration at every stage.

The needs and provision of students with SEND will be reviewed through the graduated Assess, Plan, Do, Review cycle. Student Passports will be reviewed once each term and sooner where needs change. Reviews will include student voice, parent and carer views, staff feedback, progress information, attendance, behaviour, wellbeing and evidence about the impact of provision. The allocated teaching assistant or keyworker will coordinate the review, with oversight from the SEND Team. Changes will be recorded, dated and communicated to relevant staff through ClassCharts and the central review tracker. For students with an EHCP, termly Student Passport reviews complement, but do not replace, the statutory Annual Review.

All teachers and support staff who work with the pupil will be made aware of their needs, the support in place, and any required teaching strategies or approaches. Staff will use a universal approach to teaching, ensuring lessons are accessible to all learners, and ClassCharts will make this information readily available to support planning and delivery of high-quality first teaching.

6. Waves of Provision

Wave 1

Wave 1 is the universal offer available to all students, including those with SEND. It provides the foundation of the school's graduated approach and focuses on identifying and removing barriers to learning through high quality, inclusive and adaptive teaching.

Teachers are responsible for the progress and development of every student in their classroom. They will use their knowledge of the four broad areas of need, assessment information, student voice and Student Passports to select appropriate teaching strategies and reasonable adjustments.

Support may include explicit instruction, modelling, scaffolding, flexible grouping, adapted resources, assistive technology, additional processing time and regular checks for understanding. These approaches will be tailored to the student, monitored and adjusted in response to evidence of progress.

The school's Universal Approach, including Focus Five, sets out the consistent classroom strategies expected across the curriculum. Where a student continues to experience barriers despite appropriate Wave 1 support, staff should raise their concerns through the school's SEND referral process. A formal diagnosis is not required before support or reasonable adjustments are provided.

Wave 2

Wave 2 provides targeted, additional or different provision for students whose needs are not fully met through Wave 1 universal provision. Support will be planned following assessment of the student's strengths, identified needs and barriers to learning.

Provision may include targeted teaching strategies, reasonable adjustments, small group or individual interventions and the use of a Student Passport. The provision, intended outcomes and review date will be agreed through the Assess, Plan, Do, Review cycle. Progress and the impact of support will be reviewed using student voice, parent or carer views, staff feedback, assessment information and intervention evidence.

External professionals may be consulted where the evidence indicates that specialist advice or assessment would support the school in understanding or meeting the student's needs. External agency involvement or a formal diagnosis is not required before targeted support or reasonable adjustments are provided. Where an appropriate referral is agreed, the school will contribute relevant evidence and work with the student, their parents or carers and the professionals involved.

Wave 3

Wave 3 provides intensive, highly personalised or specialist provision for students with significant, complex or persistent needs. This level of provision may be required where previous support has not secured the intended outcomes, or where assessment indicates that intensive support is needed from the outset.

Wave 3 provision is based on assessed need and is not limited to students with an Education, Health and Care Plan. It may include individual programmes, specialist teaching, frequent targeted intervention, support from external professionals, environmental adjustments or coordinated support from several services. Provision will be planned and reviewed through the Assess, Plan, Do, Review cycle, with clear outcomes and evidence of impact.

Where the evidence indicates that the provision required may be greater than the school can reasonably secure through its available resources, the school may consider requesting an Education, Health and Care needs assessment in consultation with the student, their parents or carers and relevant professionals.

Students with an Education, Health and Care Plan will receive the provision specified within their plan. Their needs and Student Passport will continue to be reviewed throughout the year. A formal Annual Review will take place at least once every 12 months and will be a pupil centred process. The student, parents or carers, school staff, the Local Authority and relevant professionals will be invited to contribute. The Local Authority remains responsible for deciding whether any amendments should be made to the plan.

6.1 7 Training and Resources

SEND support and interventions are funded through the school's SEND budget, and the impact of these interventions is carefully monitored to ensure they are effective. To maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all students, all staff are encouraged to engage in ongoing training and professional development. All teachers and support staff receive an induction when they join the school, which includes a meeting with the SENCO to explain the systems and structures in place for SEND provision and to discuss the needs of individual students. The SENCO also regularly attends local SENCO network meetings to remain up to date with both local and national developments in SEND.

7. Monitoring and Evaluation

The implementation and impact of the SEND Policy will be monitored throughout the year by the SENCO, SEND Team, Curriculum Teams and Quality of Education Team. The School Standards Committee will retain formal oversight and review the policy annually.

Monitoring will evaluate whether SEND provision is matched to identified need, delivered consistently and effectively in removing barriers and improving outcomes. Evidence will include pupil progress and attainment, attendance, behaviour, engagement, wellbeing, intervention outcomes, Student Passport reviews, progress towards Education, Health and Care Plan outcomes, provision mapping and the implementation of reasonable adjustments.

Feedback from pupils, parents or carers, teachers, teaching assistants and relevant professionals will contribute to the evaluation. External reports from the Local Authority, advisory services and other professionals will also be considered where appropriate.

Where support is not achieving its intended impact, provision will be reviewed and adapted through the Assess, Plan, Do, Review cycle. Findings will inform staff training, resource allocation, curriculum planning, SEND provision and priorities within the School Improvement Plan.

The Link Governor for SEND will contribute through regular monitoring visits, discussions with the SENCO and reviews of relevant documentation, data and stakeholder feedback. Findings will be reported to the School Standards Committee and shared with relevant leaders. This will enable governors to recognise strengths, challenge areas requiring improvement and assure themselves that the school is meeting its statutory responsibilities.

8. SEND Contact details

SEND Department -

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Mark Herbert - Assistant Head and SENCO
(Inclusion and SEND) -

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Glyn Beck - Assistant SENCO -

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Lizzie Devine - SEND Support -

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9. Linked Policies

SEND Information Report

Behavior Policy

Equality Policy

Accessibility plan

Exam Access Arrangements

Child Protection and
Safeguarding Policy