



Ludus Admirandus

Academy@Worden

Special Educational Needs and Disabilities (SEND) Policy 2025

Academy@Worden Special Education Needs Disability Policy

Introduction

Academy@Worden is a mainstream school. We aim to provide an inclusive education for pupils. We aim to ensure that every pupil reaches their individual academic potential while preparing for life beyond school. In line with the Equality Act 2010, we provide equal access to a broad and balanced curriculum for all pupils. The school will use its best endeavours to implement appropriate access arrangements and adaptations that support effective learning for every pupil. Our approach promotes self-efficacy, moral development, and a safe, supportive learning environment.

Statutory Framework

This policy has been formulated with regard to:

- SEND Code of Practice: 0 to 25 years (2015),
- Equality Act 2010: advice for schools DfE (2013),
- Keeping Children Safe in Education (2025),
- Safeguarding Policy,
- Accessibility Plan,
- Teacher Standards (2012),
- Working Together to Safeguard Children (2023).

If you require further information about the provision for, SEND in the school, please contact the Special Educational Needs Co-ordinator (SENDCO) Mrs V Dovey – Assistant Headteacher for SEND and Vulnerable pupils.

Aims and Objectives

The aim of Academy@Worden's approach to SEND is to raise the aspirations of and expectations for all pupils with SEND, and promote an inclusive environment where pupils of all abilities can thrive.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Head Teacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Headteacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs, via an update on the policy each year.

Academy@Worden is committed to promoting inclusion by ensuring that pupils with SEND participate fully in school activities alongside their peers wherever this is reasonably practicable. This commitment is balanced with the need to provide the necessary special educational provision for the pupil, maintain the efficient education of other pupils, and ensure the effective use of resources.

Academy@Worden aims to embrace the needs of all pupils and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all pupils by responding to pupils' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach pupils with SEND. Our SEND provision is co-ordinated by the Assistant Headteacher for SEND and Vulnerable pupils and Learning Support team. Our approach follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

Definition of Special Educational Needs and Disability

Section 20 of the Children and Families Act 2014 states:

- (1) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age has a learning difficulty or disability if he or she:
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

The Code of Practice identifies four broad categories of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/Physical Needs

The purpose of identification of need is to plan what action the school needs to take in order to meet a pupil's needs. SEND provision is educational provision that is additional to or different from that made for other children of the same age. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do

not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Principles

SEND refers to a learning difficulty or disability that significantly prevents or hinders a pupil from accessing the school's facilities, resources, and curriculum, limiting progress or opportunities.

This may include:

1. Communication and Interaction

- Neurodevelopmental conditions such as Autistic Spectrum Condition (ASC)
- Speech, language, and communication difficulties

2. Cognition and Learning

- Specific Learning Difficulties such as dyslexia, dyspraxia, or dyscalculia

3. Social, Emotional and Mental Health (SEMH)

- Complex behavioural, emotional, or social difficulties
- Mental health disorders (e.g., anxiety, depression)
- Syndromes such as Tourette's

4. Sensory and/or Physical

- Sensory and physical impairments (e.g., visual or hearing impairment, physical disability)
- Medical conditions (e.g., diabetes, epilepsy, chronic illness)

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if their learning difficulty or disability has a significant and sustained impact on their ability to make progress and participate fully in school life.

Special educational provision refers to support that is additional to or different from that made generally for other pupils of the same age. At Academy@Worden, we follow the graduated approach outlined in the SEND Code of Practice (2015), escalating support and involving external specialists where necessary to ensure progress.

We are committed to promoting inclusion and equality in line with statutory duties under the Children and Families Act 2014, the Equality Act 2010, and the principles originally set out in the Disability Discrimination Act 1995. These Acts aim to eliminate discrimination and advance equality of opportunity for disabled pupils. Academy@Worden actively upholds these principles through our policies, practices, and ethos.

Responsible Persons

- **Headteacher (Responsible Person):** Mr A Hammersley
- **SEND Governor:** Mrs M Woodall
- **SENDCO:** Mrs V Dovey (Assistant Headteacher for SEND and Vulnerable Pupils)

Identification and Assessment

Many pupils with SEND have their needs identified during primary education. Our Learning Support team maintains strong links with feeder primary schools to ensure a smooth transition. This includes liaising with staff to gather relevant data and visiting pupils and their teachers in Year 6. The Assistant Headteacher for SEND and Vulnerable Pupils also attends Year 6 annual reviews for pupils with Education, Health and Care Plans (EHCPs) or significant needs who will transfer to Academy@Worden.

In line with the SEND Code of Practice (2015), where a pupil without a previously identified need is not making expected progress, or concerns are raised by teachers, the school will initiate the graduated approach. This begins with the class teacher and SENCO working together to assess the pupil's needs using evidence from observations, progress data, and parental input. Following assessment, a clear plan of support is agreed, implemented, and regularly reviewed through the Assess–Plan–Do–Review cycle. Where progress remains limited despite high-quality teaching and targeted interventions, the school will consider further specialist assessments or referrals to external agencies. The school uses pupil progress data and a structured staff referral system to identify and monitor additional needs, ensuring timely intervention and support for pupils with SEND.

Admission and Inclusion

All the teachers in the school are teachers of children with SEND. As such Academy@Worden adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The School Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. All staff receive regular Continuing Professional Development (CPD) focused on SEND awareness, inclusive teaching strategies, and statutory requirements to ensure high-quality provision for all pupils.

Provision

Academy@Worden employs a range of strategies to meet the needs of pupils with SEND. Provision strategies include:

- Quality First Teaching and adaptive teaching approaches.
- Targeted interventions to address specific learning needs.
- Maintaining a strong pastoral support network.
- Engaging external agencies when specialist advice or intervention is required.

If a pupil is not making expected progress, the school will take proactive steps to address their needs through in-class strategies and targeted support wherever possible. This stage is referred to as School Support. If additional help is required, we will involve external agencies for specialist advice and intervention. This stage is known as SEND Support (K), in line with the SEND Code of Practice.

Our provision mapping also:

- Identifies additional or different provision.
- Links provision to individual pupils.
- Monitors and reviews provision regularly to ensure effectiveness.

Our approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is structured to ensure an inclusive education for learners. Provision is delivered through a graduated response, beginning with Quality First Teaching (QFT) and adaptive strategies within the classroom, without the need for additional adults.

Where further support is required, pupils may access targeted interventions delivered by Learning Support staff, Progress Managers, or through departmental programmes. These interventions may take place within the classroom or in small groups outside of lessons.

A small number of pupils with SEND will have been formally assessed as requiring specific, personalised support. These pupils may receive additional funding to enable dedicated provision or resources. Support for these learners may include in-class support from Learning Support staff or withdrawal for specialist teaching and development programmes, such as:

- Literacy and Numeracy Groups
- Social Skills and Fine Motor Skills Development
- Academic and Pastoral Mentoring
- Individualised Programmes based on Specialist Teacher advice, including: Precision Teaching, Emotional Literacy and Structured Reading Programmes
- IDL Literacy and Numeracy (Indirect Dyslexia Learning – multisensory computer-based programme)
- Homework Club

The graduated approach ensures that all pupils receive the right level of support to achieve their full potential.

Targeted interventions are designed to remove barriers to learning, promote academic progress, and develop independence and wellbeing. Many pupils with SEND also benefit from exam access arrangements, which may include extra time, a reader, a scribe, rest breaks, prompts, or the use of a word processor.

In most cases, pupils with SEND will have undergone medical or educational assessments to identify their specific areas of need. These reports provide recommendations on how parents/carers, schools, therapists, and external professionals can work collaboratively to support progress. We use these reports to inform our provision planning and ensure a personalised approach.

For pupils experiencing behavioural challenges, support may include placement on a school report with agreed targets set in partnership with parents/carers, Behaviour Managers, and Heads of Year. In some cases, a Pastoral Support Plan (PSP) will be implemented. This plan outlines the pupil's strengths and difficulties, special provisions, and targets, and is reviewed regularly with staff, parents/carers, and the pupil.

Pupils with a disability may have a Care Plan, developed in collaboration with the pupil, parents/carers, the School Nurse, health services, and other relevant professionals, including the Assistant Headteacher for SEND and Vulnerable Pupils. Care Plans detail support arrangements, contact information, and procedures, and are reviewed at least annually.

The SEND Register is managed by the Assistant Headteacher for SEND and Vulnerable Pupils. Each pupil on the register has a One Page Profile, shared with all staff, which highlights their needs and provides strategies for supporting them effectively in class.

Resources

Funding for pupils with SEND is allocated according to a local authority funding formula, which may change periodically. Additional 'exceptional needs' funding is available for pupils with the most severe levels of need in mainstream schools. Most funding is allocated for existing named pupils, and any further allocations during the year are primarily for pupils with newly identified needs or those who have recently joined the school.

SEND interventions and clubs are based in The Haven, our dedicated support area. Academy@Worden recognises the vital role of technology in enabling pupils with SEND to access learning and achieve their potential. We provide and promote the use of assistive tools and resources, including:

- Reading pens
- Laptops
- Accessibility software and specialist applications

Staff receive training to ensure effective use of these tools, and provision is reviewed regularly to meet individual needs.

Partnership with parents, carers and pupils

Academy@Worden emphasises the importance of involving pupils and working in partnership with parents and carers to plan provision and review progress. This involvement may include:

- Discussions with teachers, pastoral staff, Teaching Assistants, and the Assistant Headteacher for SEND and Vulnerable Pupils.
- Providing input on the type of support required by the pupil.
- Sharing details of external reports and assessments.
- Participation in reviews and parent/carers meetings.

Pupils are encouraged to:

- Provide feedback on their support during annual review meetings.
- Be actively involved in agreeing targets and strategies.
- Contribute to their One Page Profile to reflect strengths, needs, and preferred approaches.
- Share feedback that informs adjustments to teaching, interventions, and wider school provision.

Parents and carers may arrange an appointment with the SENDCO, Mrs V Dovey, by contacting the school office or submitting a request via Synergy.

Monitoring and evaluation

The SEND policy is reviewed annually by the Assistant Headteacher for SEND and Vulnerable Pupils in consultation with the SEND Governor.

- Education, Health and Care Plans (EHCPs) are monitored through annual reviews, incorporating the views of parents, pupils, and staff. The Assistant Headteacher leads these meetings and ensures all statutory documentation is submitted to Lancashire County Council.
- Learning Plans are reviewed termly and One Page Profiles (OPP) are regularly updated to represent current need.
- Pupils and families are actively involved in the support process through scheduled parent meetings and dedicated SEND consultations.
- Class teachers liaise with parents during parent evenings, and Heads of Department may arrange additional meetings if concerns arise. Parents may also request meetings at any time.
- Termly interim reports allow parents, staff, and pupils to monitor progress.
- The Assistant Headteacher for SEND and Vulnerable Pupils monitors the effectiveness of interventions through regular assessment and pupil feedback.

- The Assistant Headteacher for SEND and Vulnerable pupils monitors pupil progress and attainment in collaboration with Heads of Year and Heads of Department to ensure that interventions are effective and appropriately targeted
- Academy@Worden's Local Offer, detailing SEND provision, is published on the school website in line with statutory requirements.

Transitions

Academy@Worden is committed to supporting pupils with SEND during key transitions, including moving between year groups, key stages, and into post-16 education. Our approach includes:

- Early liaison with feeder schools and attendance at Year 6 annual reviews.
- Individual transition plans for pupils with EHCPs or significant needs.
- Additional visits and familiarisation sessions for pupils who require extra support.
- Collaboration with colleges, training providers, and careers advisors to ensure smooth progression to post-16 education.
- Sharing of pupil profiles and support strategies with new settings to maintain continuity.

Liaison

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for pupils on School Support and those with EHCPs:

- Educational Psychology Service
- Social Care
- The Hearing Advisory Service
- The Vision Advisory Service
- Health Service
- Children Looked After service
- Special Education Needs officer
- Child Adolescent Mental Health Service
- Speech and Language Service
- Physical Disability Service
- Inclusion and Disability Support Service
- Parent Partnership

Accessibility

Academy@Worden is committed to ensuring that this policy and all related information are accessible to all stakeholders.

- The policy is available in alternative formats upon request, including large print, easy-read, and translated versions.

- Digital copies comply with accessibility standards for screen readers.
- Parents and carers who require support in accessing this policy should contact the school office or the SENDCO.
- Reasonable adjustments will be made to ensure that pupils with disabilities can fully participate in school life, in line with the Equality Act 2010.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints will follow the school complaints policy.

Parents also have the right to raise their concerns with the SEND Governor and the Chair of Governors, Mrs Woodall.

Our time target for responding to a complaint in the first instance is within 24 – 48 hours.

Parents can also contact Lancashire SEND Partnership (email SENDpartnership@lancashire.gov.uk) or Lancashire SENDIAS, telephone 0300 123 6706 Monday to Friday 8am- 5pm .

Or Lancashire County Council SEND department - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>