



SEN POLICY

Written by	Approved by	Status	Last Review	Next Review
SENCO	Trustees	Ratified	November 2025	November 2026



Policy Overview:

The aim of this policy is to ensure the successful inclusion of students with Special Educational Needs (SEN) to Caistor Yarborough Academy.

Purpose:

To ensure compliance with guiding principles for the education of students with Special Educational Needs in accordance with the following documents:

- The Equality Act 2010
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Safeguarding Policy
- Accessibility Plan
- DfE (2023) *Working Together to Safeguard Children*
- DfE (2025) *Keeping Children Safe in Education*
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Academy will publish and annually update its **SEN Information Report** on the school website. This report outlines how this policy is implemented and evaluates the effectiveness of SEN provision, in accordance with Regulation 51 of the SEND Regulations 2014.
- Parents and carers are signposted to the **Lincolnshire Local Offer**, which details local services and support available to families: [SEND Local Offer – Lincolnshire County Council](#)

Policy Objectives:

- To welcome any student to the Academy, provided the type and level of provision are deemed appropriate;
- To develop a whole school approach to inclusion, ensuring staff are supported and trained to deliver high-quality teaching that meets the needs of all students, especially those with Special Educational Needs;
- To ensure high quality teaching for all students including those with Special Educational Needs so that they can reach their full potential by making expected progress in all subjects;
- To provide full access to a broad and balanced curriculum and ensure that students with SEN reach their full potential;



- To ensure the adequate use of resources which allows students with Special Educational Needs to achieve their potential;
- To ensure that there is a 'graduated approach' of assess, plan, do and review in order to improve outcomes for students with Special Education Needs;
- To ensure that the wishes and feelings of students with Special Education Needs are central in decision making;
- To maintain close links with parents ensuring that they are fully included within the review process and informed of their child's progress and attainment;
- To promote co-production with parents and students, ensuring that their views are integral to planning, reviewing, and improving provision.

Definition of Special Educational Needs:

- A child has Special Educational Needs if they have learning difficulties which call for special educational provision to be made.
- A student will be placed on the Special Educational Needs register if they require educational provision which is additional to, or different from, that which is generally made for children of the same age in maintained schools (other than special schools) in the area.
- Caistor Yarborough Academy will have due regard to the Special Educational Needs Code of Practice when carrying out our duties towards all pupils with Special Educational Needs, and ensure that parents are notified when specific provision is being made for their child.

Identifying SEND

We recognise the four broad areas of special educational need, as outlined in the SEND Code of Practice (2015):

1. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
2. Cognition and learning, for example, dyslexia, dyspraxia;
3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties;



The academy recognises that early identification and effective provision improve long-term outcomes for students. Students with SEN are identified in a number of ways:

- Information from feeder primary schools
- Internal assessment and scrutiny of data
- Concerns raised by a parent or member of staff
- Assessment by a professional
- Comparison against other students' attainment as proposed in the 2014 SEND code of practice.

A parent should initially raise their concerns with their child's tutor or Head of Year. Their concerns will be discussed with the SENCo who will then make a decision, following observations and the collection of information, regarding whether the student needs additional support or to be referred for assessment.

The Academy follows the graduated approach of Assess – Plan – Do – Review to identify and meet students' needs.

Arrangements for co-ordinating educational provision for students with Special Educational Needs:

- Subject to the approval of the governors, the head teacher allocates the number of teaching, non-teaching and support periods available to the Special Educational Needs Department. Likewise, he allocates to the Special Educational Needs Coordinator (SENCo) an amount of money for the running of the department.
- The SENCo and Senior Leadership Team (SLT) link manager are responsible for the administration of provision and monitor the implementation of the Special Educational Needs Policy.
- Day-to-day provision for students with Special Educational Needs is delivered by classroom teachers in consultation with the SENCo.
- The SENCo maintains the Academy's SEN register and oversees the records of all students with Special Educational Needs.
- The SENCo is responsible for the allocation of resources which may include specialist staff and services and the purchase of equipment and resources.
- Classroom teachers provide day-to-day provision, supported by the SENCo.
- The SENCo is a qualified teacher and holds or is working towards the National Award for SEN Coordination or NPQSENCo qualification, in accordance with the SEND Regulations 2014.
- The SENCo coordinates statutory Annual Reviews for students with Education, Health and Care Plans (EHCPs), ensuring these take place within the required



timescales and in consultation with parents, students, and external professionals.

Admission arrangements for students with an Education, Health and Care Plan (EHCP)

- The Academy welcomes students of all disabilities and learning difficulties, provided that the Academy is deemed by the local authority as being the most appropriate, and that the Academy is able to meet the student's needs.
- Under Schedule 27, para 3(4) of the Education Act 1996, the Authority is under a duty to comply with parental preference for a choice of school, unless one or more of the following conditions apply:
- The school is unsuitable to the child's age, ability and aptitude or special education needs OR
- The child's attendance at the school would be incompatible with the provision of efficient education for the children with whom the student with an Education Health and Care Plan (EHCP) would be educated or the efficient use of resources.
- Students with an EHCP are admitted through a consultation with the Academy which is made through their local authority Special Educational Needs caseworker.
- Additional transition arrangements are arranged between the Academy SENCo, the student's primary school SENCo and parents. Visits are implemented during the Spring and Summer terms of the child's final year and can be personalised according to the student's needs and concerns.

Admission Arrangements for students with Special Educational Needs but without an Education, Health and Care Plan (EHCP)

- The admission arrangements for students with Special Educational Needs who do not have an EHCP do not differ from the admission arrangements for other students. If additional transition arrangements are required, these can be arranged through the primary school's SENCo.

Facilities for students with Special Educational Needs

- The Academy has been adapted to more widely meet the needs of students with physical disabilities.



- The Academy has been fitted with a lift in the two-storey building, ramps around the site, and evacuation chairs.
- A range of assistive technology is available to support students. Where necessary additional resources will be provided either by the Academy or in conjunction with the local authority's budget.

Resources

- The governors ensure that the total amount of money delegated to the school for Special Educational Needs provision is used for that purpose only. The governors also have usually allocated additional resources from within the general delegated budget.
- Support for children with Special Educational Needs is also provided from delegated monies to meet the salary costs of learning support assistants, at a level the governors deem to be affordable from year to year.
- The Special Educational Needs Department submits a detailed budget annually to the Head teacher which identifies the resources needed to meet the needs of both students with an EHCP and other students with Special Educational Needs.
- The Head teacher ensures that the additional monies which the Local Authority delegates for students with EHCPs are allocated for the Special Educational Needs Department's use. Allocation of resources from the main delegated budget is considered alongside requests from other budget holders.
- Students with Special Educational Needs are identified in a number of ways, including information from feeder primaries, assessment data and information from staff/parents. Staff can refer a student using the Special Educational Needs referral form where necessary.
- An induction programme for students nearing the end of Year 6 seeks to identify those who may need assistance. Those joining the Academy at other times are assessed on entry.



Access to the curriculum

- All students have full access to the curriculum within the Academy. In years 9, 10 and 11, all students study a common core of subjects, some leading to GCSE.

Students with Special Educational Needs attend lessons alongside their peers.

Occasionally, it may be necessary to withdraw a student for targeted intervention. Careful consideration is given to minimise the impact on students' learning, as well as their entitlement to a broad and balanced curriculum.

- There may be situations when exemptions and/or modifications to the curriculum may be applied for. This will be done in consultation with students, parents, the head teacher and governors. The process involved will follow local authority guidelines.
- Student one-page profiles are provided for all students on the Special Educational Needs register to staff. These detail the needs of students with Special Educational Needs, as well as personalised strategies, which are used to meet their needs.

Procedures:

Academy Training for Special Educational Needs

The Special Educational Needs Department produces plans for the Continuous Professional Development (CPD) of Academy staff, including teachers and support staff.

These are determined in line with the School Improvement Plan and CPD training policy. Where appropriate, and in response to changes in legislation, practice or need, the SENCo will help develop Academy-based training programmes.

Monitoring

A variety of methods are used to evaluate the provision and progress of students with Special Educational Needs.

- Assessment data is analysed half-termly with a focus on the progress of students with Special Educational Needs.
- Regular observations of teaching staff and teaching support staff.



- The impact of interventions is measured and evaluated.
- Parents/carers have opportunities to provide feedback through their inclusion in the review process.
- Student voice surveys allow students to share their views.
- Meetings between the Head teacher, SLT link manager and SENCo ensure quality provision.
- The Academy will evaluate the impact of SEN provision annually and report findings through the SEN Information Report and governing body meetings.

Links with other schools and arrangements for transition from Primary School or to Further Education

- Links have been established with feeder schools and continue to develop. This involves the Academy pastoral system and the Special Educational Needs Department.
- The Academy provides guidance around options and careers in Year 9. Careers lessons are part of the PSHE curriculum throughout Years 7 to 11. This course is followed by all students. From Year 9, during students' termly Special Educational Needs reviews, there is a focus on the development of independence skills and routes into further education and employment.
- Vocational advice and guidance during years 9, 10 and 11 will take into account the needs and aspirations of all students. Consideration will be given to the requirements of a student prior to his or her transfer to further education or employment.
- In line with the Children and Families Act 2014, the Academy ensures *post-16 transition planning* for students with EHCPs begins no later than Year 9 and involves external agencies where appropriate.

Roles & Responsibilities:

- **Trustees:** Ensure compliance, appoint a qualified SENCo, and monitor effectiveness.
- **Headteacher:** Ensures inclusive, high-quality teaching and oversees SEN provision.
- **SENCo:** Leads implementation of the policy, manages the SEN register, liaises with external agencies, and reports regularly to SLT and Trustees.

External support services



- External support services are provided by the Local Authority or purchased through the school's Special Educational Needs budget.
- When appropriate, the SENCo will consult with and seek the assistance of external support services in order to help identify, assess and make specific provision for pupils with Special Educational Needs.

Partnership with parents and carers

The Academy aims to have an effective working partnership with the parents of all pupils with Special Educational Needs.

Parents are consulted. Their views and concerns are taken into account at all stages. Contact may take place in a variety of ways; from informal communication and meetings, to formal parents' evenings and annual reviews.

The Academy promotes co-production with families, recognising parents and carers as equal partners in planning and evaluating provision.

Contact between school and home will also take place through the pastoral system and normal school channels

Special consideration and provision will be made for parents who have communication difficulties in line with the Academy's Accessibility Plan.

Arrangements for the handling of complaints:

If a parent wishes to make a complaint about the provision made for his or her child at the Academy, they should first contact the SENCo. The SENCo will endeavour to respond , and is necessary, meet the parent at the first mutually convenient time. It is hoped that all parents will be met within two working days.

Complaints regarding a specific member of the Academy staff will always be directed to the head teacher.

If a mutually agreeable outcome is not reached, a parent may request a meeting with the SLT link manager or head teacher and, if still not satisfied, with the governors.

Parents wishing to take matters further have access to a complaints procedure established by the local authority.



Complaints concerning the behaviour and attitude of a pupil with Special Educational Needs will usually be dealt with through the pastoral system, in consultation with the SENCo.