



Special Educational Needs and/or Disability Policy

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1. Aims and objectives

The aims of Enfield Academy of New Waltham are as follows:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- To create an environment that meets the SEND requirements of each individual child
- To establish and embed procedures to ensure that children with SEND are identified as soon as possible
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- To ensure all staff recognise a responsibility for the education of children with SEND and maintain high expectations and levels of personal achievement
- To ensure all pupils with SEND fulfil their aspirations and achieve their best by extending their skills, knowledge and understanding of all areas of the curriculum through access to their full curriculum entitlement
- 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
- Help pupils with SEND become confident individuals living fulfilling lives
- To ensure all our pupils with SEND are able to achieve personal success and feel valued within the school community

2. Vision and values

Enfield Academy of New Waltham is **proud** to be a fully inclusive school. We recognise that provision for children with special educational needs and disabilities is a whole school responsibility, as determined by the SEND Code of Practice (2014). We committed to creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We believe that every teacher in the school is a teacher of SEND and has the duty to enable SEND children to benefit as fully as possible from their educational experiences. At our school, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. The person/people who have the greatest knowledge and experience regarding such pupils are their parents/carers. At Enfield Academy of New Waltham, we see it as vitally important that we develop an effective partnership with the parents/carers of the children with SEND. We believe communication is vital to the success of this policy. We therefore, seek to establish close links with both parents and other support agencies.

3. Legislation and guidance

This 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

4. Inclusion and equal opportunities

At Enfield Academy of New Waltham, 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:

- A significantly greater difficulty in learning than most 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.

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 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	
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.

AREA OF NEED	
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: • 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: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences 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. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment 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 SENCO at our school is Victoria Blastland and has been in this role since 2018. She will be on maternity leave from November 2025 and Sinead Armstrong will be temporarily taking over this role from this time.

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They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the principal and the Trust to determine the strategic development of the SEND policy and provision in the school
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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
- 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
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- 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
- Work with the principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the principal, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the principal 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 principal

The principal will:

- Work with the SENCO and the Trust to determine the strategic development of the SEND policy and provision within the school
- 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
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- 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
- 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
- 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

6.3 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality adaptive teaching to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- 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
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents 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' concerns and agree their aspirations for the pupil

6.4 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:

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

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

6.5 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:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings (where appropriate)
- 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

Enfield Academy of New Waltham publishes a SEN information report on our website, which sets out how this policy is implemented within school. The information report is 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:

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

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 adaptive, 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 the 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. 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:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- 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.

Enfield Academy of New Waltham use the Graduated Approach to identify and support SEND. This is outlined on the flow chart below

Class teacher and/or parents or carers have concerns about a child who is making slow progress.

The class teacher will monitor the child's progress in school, sharing concerns and working with all staff that work closely with the child. If concerns continue, class teacher will communicate this to parents/carers and complete a 'Cause for Concern' form, which they will send to SENCO to provide an accurate picture of concerns and emerging needs. At this point, the class teacher will complete a Cycle One Provision Plan of our Graduated Approach.

Cycle One

The Cycle One paperwork outlines a description of a child's emerging needs and actions/ strategies taken to support the child. It also, importantly, takes into account the child's views and parent/carer views. Using the 'Supporting Identification and Assessment' documents, teachers will review their Quality First Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty/difficulties e.g. extra reading sessions, individual reward charts, extra visual cues etc. This will be monitored over at least a term. After a term, the class teacher will review the child's progress. The cycle 1 paperwork is shared with all adults in school who work with the child. After this time, if school feel that the child needs further support, then it may be agreed by school and parents/carers that the child should go onto school's SEND register. This is when the SEND Lead will become involved with the child. Enfield Academy of New Waltham's SEND Lead is Victoria Blastland, who is currently on maternity leave. Sinead Armstrong is temporarily taking over the role.

Cycle Two

Once a child is on the SEND register, they will move onto cycle 2 of the Graduated Approach. This is known as SEN support. The SEND Lead may observe the pupil and carry out relevant assessments to gain further information. The SEND Lead may also refer to outside agencies for specialist support. Class teachers will set targets and plan strategies and provision to support the child, using the 'Supporting Identification and Assessment' documents. This will be reviewed termly with parents. If a child makes accelerated progress whilst on cycle 2, it may be appropriate for them to be taken off the SEND register. **They will still be monitored carefully by the SEND Lead.**

Cycle Three

If a child's needs cannot be met through cycle 2, they will move onto cycle 3. A meeting will be arranged with the pupil, parents, SEND Lead, class teacher and any other people involved, to discuss applying for an Education Health Care Plan (EHCP) or additional funding/ support from the Local Authority SEN service. For more information on the EHCP process, please follow the link in the useful links section of in SEND on the school website.

9. Expertise and training of staff

The principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO regularly attends the Local Authority and trust SENCO network and hub meetings in order to keep up to date with local and national updates in SEND.

10. Links with external professional agencies

Enfield Academy of New Waltham recognises that at times, the support of specialists will be required to be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Compass Go
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Please refer to the information contained in our school Admission Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

11.2 Accessibility arrangements

The School complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Access to the physical environment of the Academy has been adapted to cater for children and adults with mobility issues. Ramps are in place to aid access into the Academy from a variety of exits, and grab bars are situated within designated toilets within the Academy.

Areas of the Academy that may cause problems for children with depth perception - yellow tape is used along steps/stage edges etc.

At Enfield Academy of New Waltham, we ensure that all children and parents have equal access to all written documentation. Most documents are available through the Academy website for personal downloading and adapting for preference, and paper copies are always available from the Academy office. We offer the service of enlarging documents or copying onto coloured paper if requested.

12. 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. We will try to resolve the complaint informally in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Our SEND complaint procedure is as follows:

The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.

If the matter remains unresolved the complaint is dealt with by the SENCO.

If there is still no resolution the Principal should become actively involved.

If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Academy Improvement Committee, who will deal with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Enquire Learning Trust.

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](#).

SENDIASS North East Lincolnshire is a free service for children and young people with special educational needs and disabilities and their parents and carers. It's impartial and gives confidential information, advice and support in relation to special educational needs and disabilities (SEND) and related health and social care matters. **Helpline: 01472 326363 (24 hour answerphone service. Response in 48 hrs)**

13. Monitoring and evaluation arrangements

13.1 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:

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

13.2 Monitoring the policy

This policy will be reviewed by the school 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 principal before being shared.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Admissions policy
- Behaviour policy
- Equality information and objectives
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy