

Special Educational Needs and Disability & SEND Information 2025-2026

Policy Review

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Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
September 2025	1.0	None	Ms J Hammond

INTRODUCTION

The aim of this Academy is to meet the needs of every learner in accordance with the values and procedures detailed in the SEND Code of Practice 2015. This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014

SPECIAL EDUCATIONAL NEEDS

We aim to meet the needs of every learner High Quality Teaching whilst accepting that some may require provision that is additional to, or different from, the Wave One provision that is available to all pupils. 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'* Code of Practice, 2015.

The Children and Families Act (2014), Sections 20 and 21 contain the following statutory definitions:

When a child or young person has special educational needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;

or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institution.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

SPECIAL EDUCATIONAL NEEDS PROVISION AT NEALE-WADE ACADEMY

The Principles of SEND provision at Neale Wade Academy are:

Equal Opportunities

Provision is based on equal opportunities, so that every learner, irrespective of disability, gender, ethnic origin or personal circumstance have an equal right to develop their skills and abilities.

Inclusion

Learners with a special educational need or disability, at Neale Wade Academy, are educated on site at the academy. Learners' needs will be met within a familiar and secure setting, thus giving them the opportunity to develop positive relationships as well as a supportive learning environment. Some students may have needs that are met through the provision of Alternative Provision. Where this is the case this is thoroughly planned, monitored and reviewed regularly, always with view to the learner returning to the academy site.

Raising Standards

The highest expectations are promoted for all learners. The academy is committed to enabling all students to reach and exceed their potential.

Curriculum and Resources

Every learner shall have access to the wider Curriculum at the appropriate level. It is also expected that learners have equality in the access of resources. Neale-Wade's 'notional' SEND budget is used to provide a high-quality provision for students with SEND.

Decision Making

In making special educational provision, the Academy will communicate with parents or carers to encourage active involvement and support with a view to fostering a genuine partnership between home and school.

The provision made for SEND at Neale-Wade will reflect the opinion that an individual's SEND will change over time and is likely to have different support needs in different curriculum areas.

Therefore, SEND provision is reviewed regularly to meet the changing individual needs of students.

Each faculty/department ensures that appropriate provision for meeting SEND is made within curriculum planning.

The Academy is answerable to the Local Governing Body in carrying out their statutory duties towards learners with SEND as detailed in the SEND Code of Practice 2015.

EVALUATING SUCCESS

The culture, practice, management and deployment of resources in the Academy are designed to ensure that the needs of all learners are met.

The Academy liaises with feeder Primary Schools to gain information on learners' special

educational needs prior to secondary transfer. Academy testing on entry and prior to entry is

The Academy will make use of best evidence-based practice when devising SEND interventions with the wishes of the learner reflected. The Academy recognises the importance of educational professionals and parents working in partnership.

Interventions for each learner are reviewed regularly, including whether they should continue or cease.

The success of this policy and provision for learners with SEND at NWA can be evaluated by:

- Using school results and GCSE results to measure the extent to which standards have improved for learners with SEND.
- A reduction in the number of pupils requiring a graduated response and the number on the SEND Register.
- Using standardised test scores to measure progress in literacy and numeracy.
- Noting an increase in the number of learners who have discontinued statements.
- Noting the progress towards objectives in learners' Education, Health and Care Plans (EHCPs).
- An increase in Pupil Support Programmes (PSPs) becoming dormant.

In evaluating the success of this Policy, the Academy will consider the views of:

- Academy staff
- Parents/carers
- Learners
- External professionals
- Governors and central Trust employees

IDENTIFICATION, ASSESSMENT AND PROVISION FOR LEARNERS WITH SEND

We have adopted a whole-school approach to SEND policy and practice. Pupils identified as having

SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the delivered curriculum and are integrated into all aspects of the Academy.

The SEND Code of Practice 2015 makes it clear that every teacher is a teacher of every child or young person, including those with SEND.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Teachers have access to a referral form when they have done all they can within Wave one, ordinarily available provision in their classes.

Each student on the SEND Register has a 'passport' which identifies strategies that teachers will carry out in their classes. Passports are readily available to teachers through Edukey Provision Map. These passports are co-produced with each student and reviewed regularly. Learners with EHCPs have annual reviews in addition, and their passports reflect provision linked to their long-term outcomes.

Where needed, students will have interventions which aim to address areas where they need additional support. At Neale Wade, there are interventions to address all four broad areas of need. Learners with EHCPs have their provisions audited and appropriate interventions are put in place for them.

The Academy uses the graduated response for the identification, assessment and provision. This response is based on two principles central to the Code:

- Provision for a learner with SEND should match the nature of the identified needs.
- There should be regular recording of a child's special educational needs, the action taken and the outcomes by termly use of provision mapping and the Assess, Plan, Do, Review cycle. Some learners will have Individual Learning Plans.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of CYP with SEN and measures to prevent bullying.

THE GRADUATED RESPONSE

The Code of Practice (2015) advocates a **graduated response** to meeting pupils' needs.

Wave 1

As per the Code of Practice, the Academy believes that, where possible, learners with SEND should be supported in the classroom by the class teacher's high quality teaching and appropriate adaptations. Learners within Wave 1 will be assessed and monitored in line with their peer group.

Wave 2

This is where the learner struggles to make progress in line with their peers over a period of time. Despite high quality teaching, further investigation is needed to put effective provision in place. A four-part cycle is initiated in Wave 2 in order to fully explore the learner's needs and to formulate a plan for further progress. The class teacher will have ownership over this process but may ask for guidance or advice from the SENDCo or their line manager. The learner is not on the school SEND Register at this stage.

- I. *Assess:* The learner's needs will be explored to form a picture of the current position. External Agencies may be asked to support in this collection of information and the parent/carers and learner will be asked for their views.
- II. *Plan:* The Teacher and/or Head of Year will devise a plan to support the learner in making satisfactory progress. Targets will be set and reviewed

as part of the plan. Again, there will be ongoing involvement parent/carers.

- III. *Do:* The Teacher and/or the Head of Year and support staff work together to plan and assess the impact of the interventions.

Review: The effectiveness of the plan and progress made towards targets will be reviewed and evaluated with the parent/carers and learner (if appropriate) alongside other data if appropriate (e.g. attendance). These will then feed into the next steps.

Wave 2 is about short-term intervention/s, with the anticipation that the learner will then return to Wave 1. Where progress is not as expected over a period of time and there appears to be a long term, pervasive additional need, then Wave 3 should be considered and the SENDCo more closely involved.

Wave 3

The learner is included on the school's SEND Register with a K code. Progress is not as expected over a period of time and the learner is likely to have a pervasive, long term additional need. Where Wave 3 interventions are significant, sustained, and after 3 or more ADPR cycles, and progress is inadequate and there is an opinion that a pervasive long term need is present, an application can be made with parent/carers support for an EHCP.

Ongoing, specific support to address a learner's SEND should take place within the school setting, co-ordinated by the Teacher and Head of Year with oversight by the SENDCo. The learner should continue to have an individual learning plan based around individual learning targets that may not necessarily sit within the school core curriculum. They may include wider social, emotional or self-help targets as well as/instead of curriculum targets. Targets and provision should be outlined clearly, agreed with parent/carers and learner and other stakeholders.

Specialists may be contacted and advice gained e.g. Educational Psychologists, Child and Mental Health Service (CAMHS), Visually Impaired or Hearing Impaired Services or Speech and Language Therapist. The SENDCo will liaise with outside agency/s if needed.

As with other Waves, the SENDCo should monitor all evidenced based interventions for quality and appropriateness to the needs of the learner.

Wave 4

Learners within Wave 4 will have an Education, Health and Care Plan (EHCP), and will be marked on the SEND Register with the code 'E'. Within Wave 4, the SENDCo holds responsibility for ensuring appropriate provision is in place, however normally this will be delivered by the Teacher and support staff. Appropriate support is provided to meet the learner's needs within school and external resources as per the learner's individual plan.

The Code of Practice 2015 has full advice in it, however the main points in terms of process are:

- The Academy will review the progress made by the learner and report to the parent/carer regularly. A review of the EHCP including the parent/carer and learner (where appropriate) will be held at least annually, inviting relevant Local Authority representation, and -where involved with the learner, a health representative and/or Local Authority Social Care representative.
- Two weeks' notice will be given of the meeting and information circulated regarding the progress made against outcomes. This will be discussed and new outcomes and targets agreed where appropriate. The learner's plan should be driven by the Outcomes on the EHCP.
- The Academy will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHCP.

- Within four weeks of the meeting, the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify stakeholders of their decision.

For Children in Care it is important that their EHCP and Personal Education Plan work together rather than being documents with different content and outcomes.

Chapter VI Sections 28-35 (Broad areas of need) of the Code of Practice 2014 broadly identifies aspects of primary areas of need for our children and young people. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

In addition, the needs of the whole child will be considered which will include not just the SEND of the child or young person e.g.:

- Any disability
- English as an Additional Language
- Children in Care (CiC), or Looked After Child (LAC)
- Service children
- Attendance and punctuality issues
- in receipt of the Pupil Premium or Pupil Premium Plus

Where a child with SEND is a Looked After Child (LAC) or a child in care (CiC), they will have additional monitoring through Pupil Education Plan meetings at least termly. Pupil Premium Plus funding will be used to support further progress. These planning meetings will involve the Designated Teacher, the Learner, Carers, and the relevant Local Authority.

ANNUAL REVIEWS

Year 5 or 6 Annual Reviews

The SENDCo of Neale Wade will endeavour to attend (if possible and appropriate). This

enables the receiving school (Neale Wade) to plan appropriately for phase transfer. It also gives parents the opportunity to liaise with Neale-Wade staff and begin the transition to secondary school.

Year 9 Annual Reviews

These will include a focus on preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the learner. These review meetings should have a particular focus on considering options and choices for the next phase of education.

For children with EHCPs, the transition process begins, albeit gradually, at the Year 9 Annual Review where we begin to think about the skills needed for post 16 education and life outside of education - 'life skills'.

Year 11 into Post 16

We support children with college/school applications and personal statements. Currently we use UCAS to apply for college placements.

The SENDCo completes the additional support section of this for children with EHCPs.

All children with EHCPs are provided with 1:1 sessions focusing on careers advice sessions at the start of year 11. Keyworkers attend these sessions to aid confidence and understanding and parent/carers can attend too. We can refer to a Senior Transitions Advisor if a child needs more intensive support with the transition or are at risk of not attending further education or training. We can help to arrange extra visits to colleges and can support parents/carers and their learners with that by attending them with them.

We are working hard to forge good connections with our local regional colleges and would

like to be in a position to arrange group visits so that our students with SEND are given a 'feel' of what each college is like during a typical day.

More advice and guidance can be found on the school website:

Careers | Neale-Wade Academy

The Academy values the co-operation and close support of parents and carers. It recognises the rights of parents and carers to be fully informed about the progress of their child and that parents/carers may be under significant pressures because of their child's needs.

Parents and carers should be informed at all stages and encouraged to be fully involved in all aspects of any special provision made for their child. We recognise the importance of parental knowledge and expertise in relation to their own child that they hold a different perspective from that held by the school.

- 1.1 The Academy will aim to provide parents with user-friendly information and procedures, taking into account needs parents may have in respect of a disability or communication and linguistic barriers. Parents can be made aware of the Parent Partnership Service and about support groups in the voluntary sector, following the identification of SEND.

As noted in the SEND Code of Practice 2015, parents have a responsibility to communicate effectively with professionals so we would expect parents to communicate regularly with the Academy to alert us to any concerns and to fulfil any obligations under Home-School agreements.

STUDENT PARTICIPATION

Learners should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

The Academy will ensure access, whenever practicable, for all learners to all the activities within the whole life of the school. Special arrangements will be made to help learners with specific needs and/or disabilities.

Wherever possible, learners will be involved in target setting, monitoring progress and reviewing targets in curriculum areas, in Individual Learning Plans. They will be encouraged to contribute to the EHCNA process at the initial assessment phase. Learners with an EHCP will be encouraged to

contribute to Annual Review, Transition Planning and the choice of appropriate courses.

ROLES AND RESPONSIBILITIES

The SENDCo will be studying towards the NPQ SENDCo, or have the NASENCO already. The SENDCo will be responsible for:

- The day-to-day operation of the Academy SEND policy. Liaising with and advising teachers.
- Leading the provision for learners at *SEND intervention* and on the *SEND Register*, and for learners with EHCPs.
- Overseeing the records of all learners with SEND, including quality assurance.
- Working with parents/carers of children with SEND.
- Liaising with external agencies including the Local Authority.
- Managing the SEND team, as outlined in the school staffing structure.
- Contributing to staff Continuing Professional Development.
- Keeping the Local Governing Body well informed about SEND within Neale Wade alongside the Assistant Principal for SEND, as well as assuring the LGB that the school complies with all statutory responsibilities outlined in the Code of Practice.

The SEND department makes use of ICT for SEND administration and for supporting individual learners where needed.

ROLE OF THE LOCAL GOVERNING BODY

The LGB's responsibility in relation to SEND, as described in the Active Learning Trust Scheme of Delegation is for LGBs to ensure *Compliance with the SEND Code of Practice*.

In order that the LGB has the information they need to ensure compliance with the CoP, they will ask for information from the SENDCo and / or the Senior Leader with responsibility for SEND.

The LGB at Neale Wade will have a specific link Governor for SEND within its structure.

ROLE OF THE SENIOR LEADER WITH RESPONSIBILITY FOR SEND

The Assistant Principal's responsibilities include:

- The day-to-day management and strategic leadership of aspects of the school including SEND provision.
- Keeping the Local Governing Body well informed about SEND within Neale Wade, as well as assuring the LGB that the school complies with all statutory responsibilities outlined in the Code of Practice.
- Managing the SENDCO and Assistant SENDCos and SEND team, as outlined in the school staffing structure.
- Ensuring that the SENDCO and Assistant SENDCos and the SEND Team inform parents/carers of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Assistant Principal for SEND and Inclusion may also be the SENDCo.

ROLE OF THE SUBJECT TEACHER AND PASTORAL TEAM

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for learners with SEND.
- Collaborating with the SENDCo and relevant others to decide the action required to assist the learner to progress.
- Working with the SENDCo to collect all available information on the learner.
- Working with all learners with SEND in their classes to deliver high quality teaching and the individual programme set on the Pupil Passport or targets developed from EHCP outcomes.
- Developing constructive relationships with parents/carers.
- Leading the implementation of the Academy's SEND policy.

ROLE OF TEACHING ASSISTANTS (TAs)

Neale Wade believes TAs play important roles in the support of its pupils. These principle roles include:

- Working to support Neale Wade's learners, its teachers, its curriculum and the Academy itself.

- Being a key TA for allocated pupils with EHCPs.
- Working in the classroom under the direct instruction of teaching staff to support learners in a variety of ways including helping them access the delivered curriculum.
- Delivering programmes of work or courses to small groups of , e.g. Thinking Reading programme and numeracy catch up programmes.
- liaising with school staff, parents/carers and outside agencies for the benefit of the learner.

ADMISSIONS AND INCLUSION

The Academy will admit learners with already identified SEND as well as providing for learners not previously identified as having SEND. Learners with SEND but without EHCPs will be treated in the same way as all other applicants for admission based on the Academy's published admissions criteria.

Learners with an EHCP will be included in the Academy when it is the parents' wish unless the learner's inclusion would be *'incompatible with the efficient education of other learners'*, Code of Practice 2015.

Active Learning Trust deal with EHCP placement consultations centrally. Local Authorities wishing to consult will send the consultations to admissions@activelearningtrust.org . The central admissions officer will then liaise with the schools and respond accordingly.

As identified in section 6, the SENDCo will attend annual reviews in Year 5 and Year 6 of learners who may be transferring to Neale- Wade at the start of their Year 7.

SEND DEPARTMENT SPACE

The SEND department, named Foundation Learning, is located on the ground floor of the main building next to the Atrium. The faculty comprises a few teaching rooms to cater for specified intervention groups such as: social skills, emotional literacy, numeracy and literacy as well as small group teaching for learners who can't yet access the main school curriculum.

In addition, there is a small room to conduct in-house assessments to support external referrals, and space for any external tutors working 1-1 with learners. There is also a staff room used by learning support assistants. The SEND offices are used by the SENDCo, Assistant SENCO – Administration and Assistant SENCO – Quality of Education and SEND administrator.

Learners who are unable to continue in a main school setting, usually because of persistently dangerous

behaviour, can be referred to *The Bridge Pathway*, which is an on-site Appropriate Provision where the dedicated staff can aid with continued learning and ‘bridging’ a reintegration to mainstream.

The Bridge has its own adapted curriculum which can be found on the Neale Wade website: [Inclusion | Neale-Wade Academy](#)

LINKS INCLUDING THE CAMBS LOCAL OFFER

Representatives from the District team, Educational Psychology Service, Child and Adolescent Mental Health Service, learner support Service, Social Care and Youth Offending Service, the Health Service, are invited to attend many meetings for SEND learners.

We are happy to work with any external agencies in supporting our learners. A weekly inclusion meeting is held to discuss students who are experiencing difficulties and when appropriate a referral to one or more services may be made to:

- Educational Psychology
- Child and Adolescent Mental Health Services (CAMH)
- Physiotherapy and Occupational Therapy
- Sensory Support services
- Family Workers
- Young People’s Workers
- Children’s Services
- School nurse
- Education Welfare Officer (EWO)

Other resources that could be useful for parents/carers and learners themselves include:

Cambridgeshire’s Local SEND Offer can be found here: [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

PinPoint: [Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire \(pinpoint-cambs.org.uk\)](#) (provides extra support for children and young people in mainstream schools from early years to further education).

SENDIAS: [Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#) Confidential helpline open during term times: 0300 365 1020 (Offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability).

Keep Your Head: [Keep Your Head Mental Health Service \(keep-your-head.com\)](http://keep-your-head.com) (Reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough).

Emotional Health and Wellbeing Service: [Keep Your Head Mental Health Service \(keep-your-head.com\)](http://keep-your-head.com) (Emotional Health and Wellbeing Service for Children and Young People provides therapeutic support in a variety of ways).

Kooth: Kooth is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.

COMPLAINTS PROCEDURE

In the event of a complaint coming into the school concerning SEND Provision, the school Complaints Policy will be followed, considering any specific legalities related to SEND provision.

The Complaints Policy can be found on the Active Learning Trust website or can be sent on request.