


Special educational needs and disabilities (SEND) policy 2025/26

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - 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 fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

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.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We fulfil this by providing information, training and guidance to all staff around SEN needs, having excellent communication within school, with parents and carers and with outside agencies who support us.

3. Legislation and guidance

All schools:

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 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 our school 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 4 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.

See table identifying each area:

AREA OF NEED	
Communication and interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Noctor.

Contactable by SEND@seatonacademy.co.uk

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 headteacher and SEN 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 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 differentiated 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 headteacher 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 headteacher, 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 headteacher, 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 headteacher 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 governing board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs McGlasson.

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 SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated 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

6.6 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.

6.7 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
- 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

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be 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

At Seaton Academy we follow 'A Graduated Approach- Levels', noting the benefits of early identification and identifying any pupils with SEND.

Our school's approach provides a clear model of the steps in identifying and assessing any pupils needs.

Seaton Academy

A Graduated Approach- Levels

Documents consulted when creating this information includes: The Special Education Needs and Disability Code of Practice, EEF Special Educational Needs in the Mainstream Classroom Guidance Report, Cumbria SEND Local Offer, Cumberland Local Authority SEND Advisor, Ordinarily Available Provision- Cumberland.

Areas of Need

Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p> <p>A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing.)</p> <p>Children and young people with Moderate Learning Difficulty (MLD) will have</p>	<p>Communication and Interaction is the ability to communicate with others.</p> <p>These difficulties may be displayed through the child or young person finding difficulties with: Receptive language, Expressive Language, Speech and/ or Social use of Language.</p> <p>Receptive language includes: attention and listening; hearing and making sense of sounds in words; understanding the meaning of words and concepts; understanding structure and rules (phonology- the rules that govern how sounds are combined to form words, syntax - the rules governing word - order, and morphology- changes to words to support meaning, for example, adding "s" to</p>	<p>There are a wide range of sensory and physical difficulties that affect children across the ability range.</p> <p>Children with visual impairment (VI) or hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children with a physical disability (PD) require ongoing additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>A medical diagnosis or a disability does not</p>	<p>Children and young people who have difficulties with their social and emotional development may have immature social skills and find it difficult to make friends and sustain healthy relationships.</p> <p>They may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated as well as through challenging, disruptive or disturbing behaviour. Some of the aspects of</p>

<p>attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support and they should therefore qualify for an EHCP.</p>	<p>indicate plural); remembering (working auditory memory.)</p> <p>Expressive language includes: how you decide what you want to say; retrieve appropriate vocabulary; use appropriate grammatical markers and sentence structure; sequence and organise ideas - sentence and narrative level.</p> <p>Speech is the verbal expression of language and includes: how you select sounds (phonology); send instructions to speech muscles (mouth, throat and lungs) to create sounds; articulate sounds (involves tongue, lips, hard/soft palates, larynx); blend sounds together to formulate recognisable words; use appropriate intonation, pitch, volume, tone and fluency.</p> <p>Use of social language includes: recognising and demonstrating appropriate non-verbal communication skills (e.g. body language, facial expression); paralinguistic skills (intonation, pitch, volume, tone of voice); conversational skills;</p>	<p>necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. Some children may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education. Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema and Cystic fibrosis. In such cases, school staff will take into consideration the medical guidance available.</p>	<p>difficulty included in this area are:</p> <ul style="list-style-type: none"> • Adjustment disorders (when a child or young person may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.) • Anxiety Disorders (when a child or young person may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context. • Obsessive-Compulsive Disorder ('OCD') (when a child or young person can display recurrent and persistent obsessions or compulsions.
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<p>Children and young people with Profound and Multiple Learning Difficulties (PMLD) have difficulties in more than one area, including severe learning disability, combined with other significant problems and complex needs. Most will attend special schools. Children and young people with Attention deficit hyperactivity disorder (ADHD) will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.</p>	<p>asking for and giving information.</p> <p>Children and young people with ASD find it difficult to:</p> <ul style="list-style-type: none"> • understand and use non-verbal and verbal communication • understand social behaviour, which affects their ability to interact with children and adults • think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p>Children and young people with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.</p> <p>Children and young people with Asperger's syndrome share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of those with</p>		<p>Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.)</p>
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A Graduated Approach - Cumberland Banding Levels



To effectively include all children and young people in the teaching and learning process, adaptive teaching should be based upon:

- Clear objectives that are shared with the children and young people.
- Careful explanation of new vocabulary.
- Lively interactive teaching styles.
- An expectation that children and young people will be enabled to accept responsibility for their learning and work independently.

Seaton Academy

A Graduated Approach - Levels

Quality First Teaching and Ordinarily Available Provision

Pupil placed on watch list

Quality First Teaching places a strong focus on pupil participation in learning and includes:

- Pedagogical (teacher) content knowledge.
- Small Step Planning.
- Plan for Error.
- Making the implicit explicit.
- Providing appropriate levels of challenge.
- Metacognitive skill development.
- Effective use of teacher modelling.
- Assessment for learning (AFL) strategies.
- Examples and non-examples.
- Ensuring 100% participation.
- Purposeful practice- focused attention with the specific purpose of improving performance.

Quality First Teaching involves teachers providing the following:

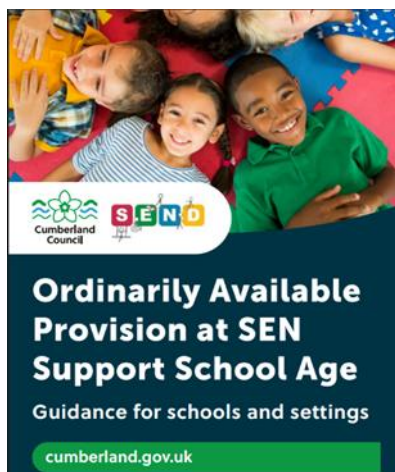
- A well-organised classroom with labels and picture symbols.
- Clear lesson structure with objectives presented orally.
- Visually clear explanations of realistic targets and how to reach them.
- Instructions given in small chunks with visual clues.
- Talking through processes and reflecting and evaluating at the end of a process.
- Checking understanding by asking children or young people to explain what they have to do.
- Demonstrating understanding in a variety of ways.
- Activities of varying length, appropriate to the task and need of the class/individual learner.
- A range of groupings including some pairing activities.
- Activities and listening arranged to allow for more 'kinaesthetic' activities.
- Specifically targeted and motivating praise.
- Memory supported by explicit demonstrations and modelling with good examples used.

- Classroom support that is planned for and used to maximise learning.
- Set clear and consistent expectations for students.
- Relevant and interesting extension activities for when work is completed quickly.

Lessons should include:	Teachers should provide opportunities for:
Freedom and Flexibility	Reflecting on and talking through a process
Consistency of Expectations	Reflecting and evaluating at the end of a process
Explaining and illustrating	Exploring and investigating
Guided learning	Choosing tasks
An element of humour	Working with different people within well-thought-out group work
Directing and telling	Developing independence
The chance to have fun	Working at an individual pace
Explanations of clear targets and how to reach them	Interesting and relevant extension activities when work is completed quickly
Summarising and reminding	Making useful mistakes, and learning from them in a supportive environment
Practical work	Taking risks when working
Study skills taught through subjects	Extended interaction and dialogue
Treating children as intellectual equals	Challenging beliefs and perceptions
Variety	Alternative forms of recording
Chances to have the whole class involved	Working beyond the syllabus
Quizzes and competitions	Questioning and being curious
Thinking activities	Investigation and problem solving
Drama and role-play	Making connections with the real world
Activities of varying length appropriate to task and need of class/individual	Demonstration (teacher and other pupils)
Time limited tasks	Consolidating and embedding learning
A focus on big ideas	Demonstrating their own love of learning

The Ordinarily Available Provision for Cumberland provides guidance for all school-age children and young people in mainstream education settings. It aims to offer clear, accessible support, information, and advice to help meet a wide range of needs. The guidance has been developed in collaboration with a range of key professionals and specialists with expertise in specific areas.

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/final_2025_ordinarily_available_provision_at_sen_support_school_age_1_.pdf



A Graduated Approach - Levels Step 1 Mild

- Concerns are identified
- SEND IEP's are put in place using the graduated approach cycles
- Pupil is placed on SEND register
- Implement strategies from 'Ordinarily Available Provision at SEN Support' guidance
- Provide pupil with designated resources which meet their needs

A Graduated Approach - Levels Step 2 Moderate

- Continue to meet the pupils need with designated resources
- Monitoring any concerns regarding the pupil's progress through the graduated approach cycles (SEND IEP's)
- External advice may be required

A Graduated Approach - Levels Step 3 Severe

- Continue SEND IEP's using graduated approach cycle
- EHCP may be considered as appropriate
- Any additional resources to meet the pupils need
- External advice to support the identification of the pupil's individual support strategies

A Graduated Approach - Levels

Step 4

Extreme

- EHCP in place

A Graduated Approach - Levels

Step 5

Profound

- EHCP
- Specialist resources
- Accessible provision

A Graduated Approach - Levels

Step 6

Exceptional

- EHCP
- Response to long-term multiple needs in place

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on CPOMS and Pupil Passports, IEP's or ECHP will be made accessible to staff and parents.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Monitoring and reviewing 'A Graduated Approach- Levels'

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher 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.

10. Links with external professional agencies

The school recognises that it won't 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 pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

If a child has an EHCP which names Seaton Academy as the preferred setting we have a statutory duty to admit the child concerned.

The oversubscription criteria follows the same order of priority regardless of pupils with a disability or special educational needs.

Full details of admissions can be seen in our admissions policy.

11.2 Accessibility arrangements

At Seaton Academy we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum.
- Improve the physical environment of school/settings to enable disabled pupils to take better advantage of education, benefits, facilities and service provided; and
- Improve the availability of accessible information to disabled pupils.

For further information please see our accessibility plan available on the school website.

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 their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy.

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](#).

Our full complaints policy can be read on our school website.

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
- Monitoring and reviewing 'A Graduated Approach- Levels'
- 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 SENDCO, Mrs Noctor **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 full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- A Graduated Approach - Levels

15. Appendix

A Graduated Approach – Levels

Seaton Academy A Graduated Approach- Levels			
Documents consulted when creating this information includes: The Special Education Needs and Disability Code of Practice, EEF Special Educational Needs in the Mainstream Classroom Guidance Report, Cumbria SEND Local Offer, Cumberland Local Authority SEND Advisor, Ordinarily Available Provision- Cumberland.			
Areas of Need			
Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p> <p>A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing.)</p>	<p>Communication and Interaction is the ability to communicate with others.</p> <p>These difficulties may be displayed through the child or young person finding difficulties with: Receptive language, Expressive Language, Speech and/ or Social use of Language.</p> <p>Receptive language includes: attention and listening; hearing and making sense of sounds in words; understanding the meaning of words and concepts; understanding structure and rules (phonology- the rules that govern how sounds are combined to form words, syntax - the</p>	<p>There are a wide range of sensory and physical difficulties that affect children across the ability range.</p> <p>Children with visual impairment (VI) or hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children with a physical disability (PD) require ongoing additional ongoing support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their social and emotional development may have immature social skills and find it difficult to make friends and sustain healthy relationships.</p> <p>They may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.</p> <p>These difficulties may be displayed through the child or young person becoming</p>

<p>Children and young people with Moderate Learning Difficulty (MLD) will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support</p>	<p>rules governing word - order, and morphology- changes to words to support meaning, for example, adding "s" to indicate plural); remembering (working auditory memory.)</p> <p>Expressive language includes: how you decide what you want to say; retrieve appropriate vocabulary; use appropriate grammatical markers and sentence structure; sequence and organise ideas - sentence and narrative level.</p> <p>Speech is the verbal expression of language and includes: how you select sounds (phonology); send instructions to speech muscles (mouth, throat and lungs) to create sounds; articulate sounds (involves tongue, lips, hard/soft palates, larynx); blend sounds together to formulate recognisable words; use appropriate intonation, pitch, volume, tone and fluency.</p> <p>Use of social language includes: recognising and demonstrating appropriate non-verbal communication skills (e.g. body language,</p>	<p>A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. Some children may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education. Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema and Cystic fibrosis. In such cases, school staff will take into consideration the medical guidance</p>	<p>withdrawn or isolated as well as through challenging, disruptive or disturbing behaviour. Some of the aspects of difficulty included in this area are:</p> <ul style="list-style-type: none"> • Adjustment disorders (when a child or young person may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.) • Anxiety Disorders (when a child or young person may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context. • Obsessive-Compulsive Disorder ('OCD') (when a child or young person
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<p>and they should therefore qualify for an EHCP.</p> <p>Children and young people with Profound and Multiple Learning Difficulties (PMLD) have difficulties in more than one area, including severe learning disability, combined with other significant problems and complex needs. Most will attend special schools. Children and young people with Attention deficit hyperactivity disorder (ADHD) will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.</p>	<p>facial expression); paralinguistic skills (intonation, pitch, volume, tone of voice); conversational skills; asking for and giving information.</p> <p>Children and young people with ASD find it difficult to:</p> <ul style="list-style-type: none"> • understand and use non-verbal and verbal communication • understand social behaviour, which affects their ability to interact with children and adults • think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p>Children and young people with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.</p> <p>Children and young people with Asperger's syndrome share the same triad of impairments but have</p>	<p>available.</p>	<p>can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.)</p>
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	higher intellectual abilities and their language development is different from the majority of those with autism.		
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A Graduated Approach - Cumberland Banding Levels



To effectively include all children and young people in the teaching and learning process, adaptive teaching should be based upon:

- Clear objectives that are shared with the children and young people.
- Careful explanation of new vocabulary.
- Lively interactive teaching styles.
- An expectation that children and young people will be enabled to accept responsibility for their learning and work independently.

Seaton Academy

A Graduated Approach - Levels

Quality First Teaching and Ordinarily Available Provision

Pupil placed on watch list

Quality First Teaching places a strong focus on pupil participation in learning and includes:

- Pedagogical (teacher) content knowledge.
- Small Step Planning.
- Plan for Error.
- Making the implicit explicit.
- Providing appropriate levels of challenge.
- Metacognitive skill development.
- Effective use of teacher modelling.
- Assessment for learning (AFL) strategies.
- Examples and non-examples.
- Ensuring 100% participation.
- Purposeful practice- focused attention with the specific purpose of improving performance.

Quality First Teaching involves teachers providing the following:

- A well-organised classroom with labels and picture symbols.
- Clear lesson structure with objectives presented orally.
- Visually clear explanations of realistic targets and how to reach them.
- Instructions given in small chunks with visual clues.
- Talking through processes and reflecting and evaluating at the end of a process.
- Checking understanding by asking children or young people to explain what they have to do.
- Demonstrating understanding in a variety of ways.
- Activities of varying length, appropriate to the task and need of the class/individual learner.
- A range of groupings including some pairing activities.
- Activities and listening arranged to allow for more 'kinaesthetic' activities.
- Specifically targeted and motivating praise.
- Memory supported by explicit demonstrations and modelling with good examples used.

- Classroom support that is planned for and used to maximise learning.
- Set clear and consistent expectations for students.
- Relevant and interesting extension activities for when work is completed quickly.

Lessons should include:	Teachers should provide opportunities for:
Freedom and Flexibility	Reflecting on and talking through a process
Consistency of Expectations	Reflecting and evaluating at the end of a process
Explaining and illustrating	Exploring and investigating
Guided learning	Choosing tasks
An element of humour	Working with different people within well-thought-out group work
Directing and telling	Developing independence
The chance to have fun	Working at an individual pace
Explanations of clear targets and how to reach them	Interesting and relevant extension activities when work is completed quickly
Summarising and reminding	Making useful mistakes, and learning from them in a supportive environment
Practical work	Taking risks when working
Study skills taught through subjects	Extended interaction and dialogue
Treating children as intellectual equals	Challenging beliefs and perceptions
Variety	Alternative forms of recording
Chances to have the whole class involved	Working beyond the syllabus
Quizzes and competitions	Questioning and being curious
Thinking activities	Investigation and problem solving
Drama and role-play	Making connections with the real world
Activities of varying length appropriate to task and need of class/individual	Demonstration (teacher and other pupils)
Time limited tasks	Consolidating and embedding learning
A focus on big ideas	Demonstrating their own love of learning

The Ordinarily Available Provision for Cumberland provides guidance for all school-age children and young people in mainstream education settings. It aims to offer clear, accessible support, information, and advice to help meet a wide range of needs. The guidance has been developed in collaboration with a range of key professionals and specialists with expertise in specific areas.

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/final_2025_ordinarily_available_provision_at_sen_support_school_age_1_.pdf



A Graduated Approach - Levels Step 1 Mild

- Concerns are identified
- SEND IEP's are put in place using the graduated approach cycles
- Pupil is placed on SEND register
- Implement strategies from 'Ordinarily Available Provision at SEN Support' guidance
- Provide pupil with designated resources which meet their needs

A Graduated Approach - Levels Step 2 Moderate

- Continue to meet the pupils need with designated resources
- Monitoring any concerns regarding the pupil's progress through the graduated approach cycles (SEND IEP's)
- External advice may be required

A Graduated Approach - Levels Step 3 Severe

- Continue SEND IEP's using graduated approach cycle
- EHCP may be considered as appropriate
- Any additional resources to meet the pupils need
- External advice to support the identification of the pupil's individual support strategies

A Graduated Approach - Levels

Step 4

Extreme

- EHCP in place

A Graduated Approach - Levels

Step 5

Profound

- EHCP
- Specialist resources
- Accessible provision

A Graduated Approach - Levels

Step 6

Exceptional

- EHCP
- Response to long-term multiple needs in place

