

Special educational needs and disabilities (SEND) policy



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1. Aims and objectives

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

- All teachers are teachers of every child
- To ensure that all students have access to a broad and balanced curriculum
- To provide well-planned lessons that enable all students to access and make progress in their learning
- To ensure the identification of students having SEND as early as possible through partnership with parents and carers, school staff and outside agencies

- To ensure that students with SEND take as full a part in all school activities in as far as is possible within the school's framework
- To ensure that parents and carers of SEND students are informed about their child's progress
- To ensure that SEND students have a voice in decisions around their provision and any possible interventions
- To ensure that SEND students make successful transitions at all relevant key stages
- To ensure that staff undertake training to support the delivery of SEND provision

We recognise that many students have Special Educational Needs at different times in their school life and will seek to cater for them appropriately according to need and within the resourcing available to our school.

2. Vision and values

At our school, we ensure that all pupils have access to a broad and balanced curriculum. We are committed to enabling every child to thrive and to supporting them in reaching their full potential. We strive to create an inclusive environment in which provision is carefully adapted to meet the diverse needs and abilities of all learners.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 guide for [maintained schools](#) which sets out governors' 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 Definition of Special Educational Needs and Disabilities

A child has additional educational needs if they have learning difficulties that call for special educational provision to be made. A child has learning difficulties if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from accessing educational opportunities in the same manner as their peers.

Special educational provision means:

For a child over two, educational provision which is additional to, or different from, the educational

provision ordinarily available for children of the same age in mainstream schools in the area.

Children must not be regarded as having learning difficulties just because their first language is not

English.

5.2 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.

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 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	<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>
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: **David Parrish (Interim)**

The SEND team at Wensleydale School:

SLT link for SEN – Charles Barnett

SENDCo

Higher Level Teaching Assistants

Level 3 Teaching Assistants

SEND Governor

The Role of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo plays a crucial role in the school's SEND and inclusion provision. This involves working

with the Leadership Team and the Governing Body to determine the strategic development and

implementation of the policy. Other responsibilities include:

- Maintaining the SEND register: this is a live document to which all staff have access. It is found electronically in a confidential staff area on Wensleydale School's drive. Students move on and off the SEND register according to their needs and strengths. The SEND register describes an outline of needs of individuals and is designed to aid teachers in their day-to-day planning.
- Maintaining one-page pupil passport profiles and support plans of student's with needs
- Overseeing the day-to-day operation of the policy
- Co-ordination of the provision for SEND students
- Leading the Inclusion department on a day to day basis
- Liaising with and giving advice and support to teaching and non-teaching staff in school
- Overseeing students' records and data
- Liaising and meeting with parents regularly – an offer of three times a year in accordance with the SEN Code of Practice (2014)
- Coordinating and planning training for staff to enable them to deliver inclusive, quality first teaching
- Supervising the SEND budget for applicable students within school
- Monitoring the effective use of these funds and measuring the impact of this intervention
- Liaising with pastoral staff in school on a daily basis
- Liaising with external agencies in order to better understand student strengths and needs

- Working with the Senior Leadership Team and the Headteacher in order to keep them informed of new developments and departmental issues and their impact on the whole school
- Overseeing Access Arrangements for examinations in partnership with the Exams Officers.

For effective co-ordination, staff should be aware of:

- The SEND policy
- The SEND register – this provides a summarised explanation of individual SEND students' needs
- The responsibility all teaching staff have in making provision for SEND students
- The commitment required by teaching and non-teaching staff to keep the SEND team informed of
- students' progress

6.2 The governing board

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring the development, monitoring and reviewing of the SEND policy
- Having regard to the SEN Code of Practice and other relevant SEND guidance
- Reporting on the school's SEND provision
- Nominating a link governor who maintains a relationship with the SENDCo

6.3 The SEND link governor

The SEND link governor is: Julie Cooper

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor 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 and support staff

The SEN Code of Practice (2014) clearly acknowledges the importance of the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, as well as the provision for SEND students (including this policy)
- Making themselves aware of SEND students, their strengths and their needs and planning accordingly
- Collaborating with the SENDCo and the SEND team to decide the action required to assist the student to progress
- Liaising regularly with the Teaching Assistants who work in their lessons and deploying them effectively
- Adapting teaching and learning within lessons to ensure individual learning needs are met, while closely monitoring progress
- Developing constructive relationships with students and parents and carers
- Attending appropriate training and ensuring their knowledge is up to date

The Role of Support Staff

The role of the support staff is to:

- Ensure students become independent, resilient learners
- Promote self-esteem and social inclusion
- Develop their knowledge of the curriculum
- Work collaboratively with class/subject teachers to overcome any barriers to learning

- Report any observations about the student they are supporting to the class/subject teacher
- Contribute to SEND reviews
- Attend staff training

6.6 Parents or carers

Wensleydale School recognises that parents and carers have a unique overview of their child's needs

and will have clear views on how best to support them. The SENDCo will work in partnership with

parents and carers, pastoral staff, teachers and outside agencies to ensure appropriate provision for

SEND students. The parents and carers have a responsibility to work in partnership to inform the

school of any relevant and significant changes for the child and to engage positively with the school

through the three reviews on offer annually.

6.7 The pupil

Students should be involved in making decisions about their SEND provision. The ways in which students are encouraged to participate should reflect the child's evolving maturity. Most often this is through planned short meetings with the SENDCo, unless their SEND prevents them from participating in this.

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

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 high-quality adaptive teaching. If progress does not improve, the teacher will raise the issue via the 'SEN reporting tool' and have an initial discussion with the SENCO about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Wensleydale School recognises the importance of early identification of students with SEND and uses appropriate initial reporting, screening and assessment tools to identify and monitor progress through:

- Our SEN reporting tool
- Evidence obtained by teacher observations and assessments
- Internal school assessment data
- Behaviour logs
- Screening and diagnostic tests
- Records and feedback from previous schools
- Information from parents and carers
- External agency information

Usually, it is a combination of the above rather than one single factor which is used to determine a

student's SEND.

8.2 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/carers 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/carers 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 our management information system, Go4Schools and Provision Mapping, and will be made accessible to staff in a pupil passport/support plan.

Parents/carers will be 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.

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.

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.

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.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. 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.

12. 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 paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission arrangements

13.1 Admission arrangements

Wensleydale School is an inclusive school and admission arrangements are outlined in the school's Equal Opportunities Policy and Admissions Policy.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. 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 headteacher in the first instance. They will be handled in line with the school's complaints policy - [Complaints Form](#)

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](#).

To find out about disagreement resolution and mediation services in our local area, please see: [SENDIASS](#)

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

The success of the school's SEND policy and provision is evaluated through:

- Student tracking and data
- Monitoring of procedures and practice by the SEND Governor
- School Self Evaluation and School Improvement Plan
- Performance development and appraisal systems for all colleagues in the SEND team