



Special Educational Needs and Disability Policy

Name of School

Adopted By: Board of Trustees

Date: June 2025

Review Date: June 2026

Special Educational Needs and Disability Policy

Date of Issue:	June 2025
Policy applies to:	All staff employed by the Wessex Multi-Academy Trust.
Policy Version Number:	6
Purpose of the document:	This policy outlines the framework the Trust and its schools will use in meeting their duties, obligations and principal equality values in providing an appropriate high-education for pupils with SEND.
Summary of the main points:	The document provides: 1. Aims and Objectives 2. Roles and Responsibilities 3. Admission Arrangements 4. Identifying Special Educational Needs 5. Managing SEND in our Schools
Approved by:	This policy has been approved by the Wessex MAT Board of Trustees
Reviewer:	Rachel Munro
Summary of amendments:	1. Students changed to Pupils throughout 2. Amendment to paragraphs: 3. 8.6, 8.10, 9.1, 9.2, 9.5, 11.2, 12.2, 18.1
Next review due:	June 2026

1. This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- 1.1. Equality Act 2010: Advice for schools – (*DfE May 2014*)

- 1.2. SEND Code of Practice 0 to 25 (July 2014)

- 1.3. Schools SEN Information Report Regulations (2014)

2. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION**

- 2.1. The Headteacher/Head of school [insert name] has overall responsibility for SEND at [insert school name]

- 2.2. The designated teacher responsible for coordinating SEND provision for children/pupils is: [Insert name, email address and contact telephone number]

- 2.3. The person/people [delete as appropriate] co-ordinating the day to day SEND provision for pupils in our school is/are: [insert name/s]

- 2.4. They can be contacted at [insert contact details]

- 2.5. The Governor with oversight of the arrangements for SEN and disability is: [insert name] They can be contacted via the school office on [insert contact details]

- 2.6. This policy was developed in conjunction with parents and carers, students, governors, teachers, teaching assistants and the leadership team.

- 2.7. The terms “**pupils pupils**” and “**pupil pupil**” refer to anyone under the age of 18.

3. **AIMS AND OBJECTIVES**

- 3.1. SEND support is used to enable and empower our pupils so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone’s responsibility and it exists throughout the school. It is driven by the high aspiration we have for all pupils in our school to make successful transitions

throughout their education/a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

3.2. AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive;
- To identify individuals who need extra help and support;
- To enable each pupil to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve pupils in planning to address and monitor their special educational needs and / or disability;
- To work in partnership with parents to support their pupil's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

3.3. OBJECTIVES:

- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a person-centred, whole school approach in the management and provision of support for pupils with special educational needs or disability;
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEND Policy;
- To provide support and advice about SEND to all staff

4. ROLES AND RESPONSIBILITIES

4.1. The Governing Body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that our school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

4.2. [School specific information – complete as appropriate detailing staff and external service provision available in school. Information below an example]:

"The SENCO and Deputy SENCOs are qualified and experienced teachers. The SENCO has completed the National Accredited SENCO Award and the Deputy SENCO is currently completing the same course. Our Communication Co-ordinator is a highly qualified Speech and Language Therapist with a specialism in Autistic Spectrum Condition. The CCN base leader has completed a Level 7 diploma in teaching and assessing learners with dyslexia/specific learning difficulties. and also have a Post Graduate Certificate in Autism. There is regular liaison with external services including the County Psychology Service (Educational Psychologist), SEN Specialist Services, Hearing and Vision Support Service, the School Nurse and other colleagues from health, such as Speech and Language Therapy, Occupational Therapy and Physiotherapy and other services such as Social Care.

- 4.3. The SENCOs liaise closely with key staff including the Headteacher/ Head of school, Assistant Head with responsibility for Looked After Children and Safeguarding, Heads of College, Guidance Leaders, Form Tutors and subject teachers requiring advice on how to help students to reach their potential. The team has HLTAs with additional responsibilities and a large team of Teaching Assistants who also liaise with teachers, form tutors and the SENCOs."

5. ADMISSION ARRANGEMENTS

- 5.1. Our school uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all pupils including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.
- 5.2. In addition to this the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, we liaise with the local authority education services, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at www.dorsetforyou.com/local-offer.

6. FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

- 6.1. The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support pupils with

disability as defined by the Act.

6.2. At this school we might use the following to support children with SEN: [school to detail - Information below an example]

- Physical Needs Base including physiotherapy facilities
- Complex Communication Needs Base
- Physical environment (lifts, lighting, wheelchair access, acoustic tiling in some areas)
- Assistive technology
- Differentiated access to the curriculum
- Examination Access Arrangements
- School Transport

7. SEN INFORMATION AND LOCAL OFFER

7.1. The school website holds information about SEND and specific information about how pupils with SEND are supported in the curriculum and around the school.

[Schools to detail where this information can be found e.g. "Please see our page on the school website [insert link here]".

We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

7.2. We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEND on the local authority's website.

This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

8.1. The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

- 8.2. Pupils may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.
- 8.3. Teachers work closely with the SENCO to identify and assess need. External agencies are called upon where required to support identification.
- 8.4. [Schools to decide whether the detailed information is included in their policy in addition to the MAT's requirement that it must be published on their website. Information below given as an example]
Our school uses a wide range of tools to assess the SEN support required. Many of our students with additional needs are identified by their middle school teachers or Special Educational Needs Co-ordinator (SENCO). There is close liaison between the middle schools SEN team and Heads of the colleges atSchool followed by careful planning to ensure that learning differences are catered for. The SEN team is very experienced and well-qualified and can advise on a range of learning needs including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, speech and language difficulties, autistic spectrum conditions and moderate learning difficulties. We have a team of around * Teaching Assistants (TAs) including staff who are experienced in working with students with a visual impairment or physical disabilities. Two county specialist resourced bases are located atSchool: a Physical Disability Base and Complex Communication Needs Base. ...A School also has a team of four guidance leaders to help meet social, emotional or mental health needs.
- 8.5. The Complex Communications Needs base is to support students with complex communication needs to access the curriculum. Many of these students have ASC, difficulty with social skills and high levels of anxiety. Some also have additional needs such as dyslexia and ADHD. Accessing a CCN base place enables us to support these complex needs alongside their learning with input from external professionals such as an Occupational Therapist."
- 8.6. In addition, all staff strive to listen to concerns of parents and carers and appreciate that they have a unique insight into their child. The views of parents/carers will be taken into consideration for any decisions respecting their child. However, the final decision on provision for all pupils must lie with the school, whose representatives will use their professional judgement to take into account the needs of all pupils, the specific needs of those with SEND and any other additional requirements, and the resources available to meet those needs.
- 8.7. Once at our school, there is a whole school approach to identifying needs [School to

detail approach].

- 8.8. Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of pupils with special education needs or disability will have their needs met through a whole school approach and be placed on the SEN Register at the level 'SEN Support' in compliance with the SEND Code of Practice 0 to 25 (July 2014).
- 8.9. Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where they access support from Teaching Assistants or specialist staff.
- 8.10. High quality adaptive teaching, is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a pupil may have special educational needs. If a pupil has been identified as having special educational needs, personalised learning profiles will be created and the school will keep careful records in order to monitor progress.
- 8.11. Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the parents / carers will be informed in writing that special educational provision is being made.
- 8.12. The SENCO will use in-school tracking and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEND.
- 8.13. Staff monitor the progress of all pupils to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.
- 8.14. Examples of other influences upon progress may include:
- Attendance and punctuality
 - Health and welfare
 - English as an Additional Language
 - Families on a low income
 - Looked After Children

- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

9. MANAGING SEND CHILDREN IN OUR SCHOOL

- 9.1. Where a young person is identified as having SEND and or a disability, our school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working in partnership with parents / carers and pupils. School staff will take parent / carer and pupil's views into account, plan appropriate action and monitor individual progress over time so that special educational needs for all pupils are addressed appropriately, effectively and with good outcomes.
- 9.2. In addition to the normal reporting arrangements, parents/carers are informed about progress if their child/ young person is following additional programmes or interventions. For pupils with Statements or EHC Plans, Person Centred Planning and Review meetings take place so that families and pupils are involved in deciding next steps and parents / carers are advised on how to help support learning outside of the school.
- 9.3. [School to insert specific information about how they keep in contact and support parents/carers and maintain pupil records. Information below given as an example]:
"Contact is achieved through the Student Diary, email or telephone and regular parents' evenings. Students are actively encouraged to take ownership of their own learning and target-setting."
- 9.4. In addition, parents' training and/or learning events or support groups take place periodically and are well advertised on the school website or by personal invitation."
- 9.5. [School to insert specific information here. Information below given as an example]
"Students are allocated a key-worker (Teaching Assistant) and a named SENCO for maintaining and updating records and plans with an expectation that subject teachers hold the responsibility for evidencing progress. If a student fails to make progress the subject teacher will initially evaluate adaptive teaching approaches being used and monitor progress. If progress is still not being made, the SEN team are asked to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised Learning Profile to share the

young person's views in what help they prefer. A provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available."

- 9.6. If the SENCO identifies that the school is unable to fully meet the needs of a pupil through our own provision arrangements, external advice is gained through our colleagues in education, health or social care. A joint framework for working or Common Assessment Framework process will be used and this will always be in collaboration with parents and carers and the pupil's wishes and views will be actively sought.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

10. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

- 10.1. Provision for pupils is monitored and evaluated through gathering views of individual pupils, parent / carers feedback, views of staff and by using school data to ascertain effectiveness and value for money. An effort is made to measure qualitative outcomes as well as academic process (such as how prepared a pupil feels to move onto the next stage of education, or how motivated they are in school).
- 10.2. Sometimes a pupil fails to make expected progress in spite of our best endeavours and where this is the case the SENCO, in collaboration with the pupil and family, other staff and / or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

11. COMING OFF THE SEND RECORD

- 11.1. A pupil will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some pupils may require support for particular aspects of their learning which may be due to their underlying learning issues. All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents/carers will be informed at each stage if support is provided or when it will cease.
- 11.2. Some pupils with particular needs, usually which are long-lasting, may develop skills and strategies which minimise the impact of their difficulty so that their needs can

be met through good quality adaptive teaching. An example of this might be a pupil with dyslexia, who has had support to work around barriers in order to be a confident and independent learner and as a result and is making good progress. In this case, additional support may no longer be necessary, even though the pupil requires examination Access Arrangements. [Schools to decide whether they will remove students from the SEND register. If yes, add to this paragraph.]

- 11.3. EHC Plans are reviewed annually. A pupil with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a pupil no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

12. STORING AND MANAGING INFORMATION

- 12.1. All data including data stored electronically is subject to Data Protection law.
- 12.2. All paper records will be held in line with the Trust's policy/protocol on security of information. All people working with a particular pupil, directly or indirectly, will have access to any records or reports required to support the pupil or perform their role. Hard copies of originals will be kept securely and confidentiality will be maintained.

13. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

- 13.1. Our school will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that our school is expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

14. TRANSITION ARRANGEMENTS

- 14.1. Our school is committed to ensuring transition is highly effective for our pupils with SEN.
- 14.2. [School to insert specific information respecting transition arrangement including joining school, year to year progression and moving on from school. Information below an example]:
"Staff will discuss these arrangements with parents / carers and agree the

information that should be passed to the next phase of education * *delete as appropriate* in collaboration with our Career's Adviser. The SEN team has transition into adulthood at the heart of all that we do. Therefore there is a focus on developing independence and confidence. In the main, TAs do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

- 14.3. Prior to starting, there is close liaison between the middle schools and SEN staff and Heads of College. The SENCO or Deputy SENCOs attend transition reviews. Our Communication Coordinator works at the middle schools and sets up transition groups who get additional time to get used to the forthcoming change. These students will have extra visits to school and also have the opportunity to take place in summer activities during the school holidays. There are additional parents' meeting and individual meetings with the SEN team.
- 14.4. Some of our students with additional needs get the opportunity to make regular visits to local colleges and a few do work experience."
- 14.5. During their time with us, pupils with EHC Plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a pupil with additional needs.

15. TRAINING AND RESOURCES

- 15.1. Training needs are identified through a process of analysis of need of both staff and pupils as and when required.
- 15.2. [School to insert specific information respecting training. Information below given as example]:
"The SENCO and TA team meet every Wednesday in order to monitor the progress of pupils with SEND but also to deliver training to enable to TAs to provide high quality support.
- 15.3. The SENCO will provide information on specific needs for new staff and teachers who are training.

- 15.4. The SENCO also maintains up-to-date knowledge by training with other schools in Dorset through the Inclusion Briefing Network, through the Dorchester Area Schools Pyramid (DASP) and via membership of the National Association of Special Education Needs.
- 15.5. Additional training is also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.”

16. SEN INFORMATION

16.1. Our school presents SEN information in three ways:

- by information placed on the school website which can be found on the main school website;
- by following the link to the local authority’s Local Offer website;
- through information contained in this policy which is also published on the school website.

16.2. All information can be provided in hard copy and in other formats upon request.

17. ACCESSIBILITY

17.1. Our school publishes its Accessibility Plan on the school website. Further information about our school’s accessibility can be found on the local authority’s Local Offer website; this can be found at www.dorsetforyou.com/local-offer.

18. COMPLAINTS

18.1. It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child/ young person has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues. Parents/ carers are encouraged to contact their child young person’s class teacher or tutor in the first instance to arrange this.

18.2. Wessex Multi-Academy Trust, of which our school is a member, publishes its Complaints Policy on the school website.

19. REVIEWING THE SEND POLICY

- 19.1. This policy will be reviewed and updated annually. Our school appreciates parents and carers views on all aspects of this policy and will ask for volunteers to help with the review process (please contact the SENCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

20. LINKS TO OTHER RELATED POLICIES

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Child Protection
- Anti-bullying
- Data protection

