



**Airedale Junior Academy**

**Airedale Infant Academy**



## **Special Educational Needs and Disability Policy**

<b>Version</b>	<b>Date</b>
Last reviewed	September 2025
Next reviewed	September 2027
Owner	SEND/Inclusion Team
Approver	Academy Council

### **Introduction**

Airedale Junior Academy and Airedale Infant Academy are committed to providing access to a broad, balanced and inclusive curriculum for all pupils; whatever their prior attainment. When planning, teachers set suitable learning targets and respond to pupil's diverse learning needs.

#### **Definition of Special Educational Needs Disability (SEND)**

*"A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age;*
- *or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for pupils of the same age in mainstream school or mainstream post 16 institutions." (Code of Practice 2015 - Introduction xiii, xiv)*

Pupils may have SEND throughout, or at any time during their school career. This policy ensures that the curriculum planning, provision and assessment takes account of the type and extent of the difficulty experienced by the pupil, therefore enabling them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

#### **Legislation and Guidance taken into account:**

- Special Educational Needs and Disability Code of Practice 0-25 2015
- Supporting pupils at school with medical conditions 2015
- The Children and Families Act 2014

- The Equality Act 2010
- School Safeguarding Policy 2025
- Teachers Standards 2011 (updated 2021)

## **School Statement**

Airedale Junior Academy and Airedale Infant Academy place a high priority on its provision for SEND and provision includes SENDCos, Inclusion Team and Learning Mentors, as well as class teachers plus a team of Teaching Assistants. We respond to children's needs by supporting children with SEND as part of the whole school ethos.

All members of the team receive regular training, and some have experience and training to support pupils in specific areas of need e.g. speech and language, phonics, visual impairment, and social emotional and mental health.

Partnership with parents plays a key role in enabling all children and young people especially those with SEND, to achieve their potential. The school recognises that parents hold key information and have important knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

## **Aims and objectives**

### **We aim:**

- To identify children with SEND as early as possible and ensure that their needs are met appropriately.
- To have systems in place whereby teachers are aware of pupils with SEND.
- To ensure parents are kept fully informed and are engaged in effective communication about their pupil's special educational needs and the provision in school.
- To be sympathetic to each pupil's needs by providing a strong partnership and close liaison between children, parents, teachers, head teacher and other professionals (when appropriate).
- To make clear the expectations of all partners in the process and provision of SEND.
- To encourage children to be fully involved in their learning.
- To ensure all children with SEND have equal access to a broad, balanced and modified curriculum and included in all activities within the school and take a full and active part in school life.
- To create an environment that meets the SEND of each pupil.
- To ensure that all children make the best possible progress and realise their full potential.
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.

- To work with other schools to share good practice in order to improve practice and policy.

## **Roles and Responsibilities**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo):

- is responsible for overseeing the day-to-day implementation of the SEND policy.
- liaises with class teachers, the senior leadership team, TA team, Learning Mentors, Safeguarding Team, parents of children identified with SEND and other professional with regards to individual children's needs, and co-ordinates provision.
- is responsible for ensuring that they keep up to date relevant records for all children with SEND.
- provides advice on appropriate interventions and monitors progress of individual children's needs.
- liaises with external agencies.
- maintains close links with other schools through half-termly SEND Hub meetings.
- monitors the formal assessment on a termly basis and will assess the effectiveness of the provision in place - ensuring that provision is linked to effect progress.
- is on hand to provide support and advice to colleagues and facilitate good liaisons between class teachers and teaching assistants.
- consults with parents of children with SEND.
- organises reviews of Education Health and Care Plans, My Support Plans, and Pupil Passport/support plans.
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

## **Education Inclusion**

Through appropriate curriculum provision, we respect the fact that pupils:

- ❖ Have different educational and behavioural needs and aspirations.
- ❖ Require different strategies for learning.
- ❖ Acquire, assimilate and communicate information at different rates.
- ❖ Need a range of different teaching approaches and experiences.

An inclusive education is maintained with limited withdrawal from the classroom only when imperative to successful outcomes. Teaching Assistants are timetabled accordingly to suit their group needs and the interventions required.

## **Identification and Assessment of Special Educational Needs**

In accordance with the SEN Code of Practice (2015), four areas of need have been identified:

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

A pupil may experience a difficulty in one or more of these areas and a course of action will need to be decided upon to ensure the pupil's needs are met. It may involve consultation and advice from external agencies.

The school is committed to early identification of SEND. The school assesses each pupil's levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during their previous school years. If the pupil already has an identified special educational need or disability, this information will be transferred through liaison with our feeder schools and other professionals, which ensures a smooth transition to the next stage of their education and continued provision. Assessments are reviewed regularly to ensure that support and interventions are matched to the need, and barriers to learning are identified.

If it is decided that a pupil requires SEND support, their parents are informed, and adjustments, interventions and support put in place through consultation between the class teacher, SENDCo, parent and pupil. A date is set for reviews. We have adopted the graduated approach as set out in the SEND Code of Practice.

## **SEND Support - A graduated approach**

### **Quality First Adaptive Teaching**

- a) Any pupils, who are falling significantly outside the range of expected academic/social/communication achievement/attainment, will be monitored.
- b) The pupil is recorded by the school as receiving 'early intervention' due to concern by parent or teacher, but this does not automatically place the pupil on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evening.
- c) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The pupil's class teacher will take steps to provide bespoke learning opportunities that will aid the pupil's progress and enable the teacher to better understand the provision and teaching style that need to be applied.
- e) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- g) A **Pupil Passport** will be created to capture the pupil's views, parental views and the pupil's essential needs and provides basic information for staff to support a pupil.

- h) Parents will be informed of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

## **Learning Plan**

When a pupil has been identified as having SEN, then a Learning Plan is put in place. The person-centred plan consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will be included. Parental concerns and views are included and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and provision is matched to need, that barriers to learning are clearly identified and being overcome, and that the provision and interventions being used are developing and evolving as required.

### **Plan**

Planning will involve consultation between the teacher, SENDCo, pupil and parents to agree the adjustments, interventions and support that are required. The impact on progress, development and/or behaviour that is expected will be discussed and a clear date for review will be made. Parents/Carers will be able, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support being provided, any teaching strategies and approaches that are being employed and the outcomes that are being sought. The Learning Plan includes SMART (Specific, Measurable, Attainable, Relevant, Timed) targets/outcomes. It also includes a list of Additional and Bespoke strategies/interventions currently being used to support the pupil.

## **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. Any support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo if required.

## **Review**

The Learning Plan's short-term outcomes are reviewed termly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents/carers. The class teacher, with support from the SENDCo if necessary, will revise the support and short-term outcomes based on the pupil's progress and development, making any necessary adjustments going forward, in consultation with parents and the pupil.

## **My Support Plan**

If progress is still not being made, despite following the Assess Plan Do Review model, a My Support Plan may be required. This will be initiated because staff and external support staff may consider that a pupil may need to go on to receive a higher level of support than currently available within school resources and other services need to become involved. A My Support Plan may also be started when a pupil transitions to another school, either phase transition or mid-year, to ensure that the receiving school has detailed information regarding strengths and needs. It provides comprehensive description of the pupil views, parent views, strengths, needs, and aspirations. It also incorporates health and care information. Medium term outcomes to be achieved over the following 12 months are set out in the My Support Plan. Progress will still be monitored through termly targets. School, parents and the pupil will work together with any other agencies that are involved, and information will be shared regarding their education, health and social care needs. Together they will develop and produce a plan to obtain the best possible outcomes for the pupil.

## **Education, Health and Care Plan**

If a pupil has lifelong, or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to apply for an Education, Health and Care Plan will be taken at a progress review meeting. The My Support Plan will be an important piece of evidence for this process.

A decision will be made by a group of professionals from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Wakefield District Council, if it is decided that the pupil's needs are not being met by the support ordinarily available. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, external support staff, parents and the pupil. At this time, the provision will be evaluated and where appropriate, changes can be put in place.

### **Transition**

When pupils with SEND are due for school phase transfer, planning for this is started in the autumn term of EYFS, Year 2 and, in Year 5 for pupils transitioning to secondary school in Year 6. The SENDCo liaises with the SENDCo of the primary and secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. There are also occasions when pupils transfer in and out of school mid-year to and from other schools, which may be outside the school catchment area. In all instances, the SENDCo: visits the pupil in their own setting (if appropriate/possible); liaises with the professionals who know the pupil best; liaises with their parents; co-ordinates support within the year group/school and provides opportunities for the pupil to visit their new setting ensuring that they have different positive experiences.

### **External Support Services**

External Support Staff play an important part in helping the school to identify, assess and make provision for pupils with SEND.

- In the event of pupils needing support with sensory impairment and physical difficulties, the school may seek advice from specialist advisory teaching services. For example, the Hearing Impairment and Visual Impairment specialists visit school regularly to review the progress of pupils and to check on specialist equipment.
- We have links with the Speech and Language Therapy Service. They are able to provide advice and programmes for referred pupils with significant speech and language difficulties.
- Regular multi-agency planning and consultation meetings are held with the Educational Psychology Service and Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS). This includes specialists who support with Learning, Communication, Interaction and Access Team, and Social, Emotional and Mental Health. This ensures effective collaboration in identifying and making provision for pupils whose progress gives concern.

## **Complaints**

Should you be dissatisfied with the support provided by Airedale Junior Academy and Airedale Infant Academy you should discuss your concerns directly with the school. If for whatever reason this does not resolve the issue, you may make a formal complaint via the school's complaints procedure.

This policy is a working document and therefore is open to change and restructuring as the statutory guidance in the SEND Code of Practice (2015) continues to develop at Airedale Junior Academy and Airedale Infant Academy.