



SEND Policy

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1 Aims

Our SEND policy and information report aims to:

- Set out how the academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

South Axholme Academy aims to support students with SEN and disabilities by seeking to remove barriers to learning and facilitating participation in all aspects of school life.

The SENCO, the SEND Team and the Pastoral Team will work closely together to provide a wide range of support services for students and their families within the academy, and to facilitate support from outside agencies as required.

We offer a variety of support for students with individual needs including:

- In-class support, including through adaptive teaching and/or Assistant Teacher support
- One to one or small group interventions for reading
- Personalised intervention packages for students with additional needs
- Access to our HUB provision

We also provide pastoral support for students who may have social, emotional and mental health difficulties.

By working closely with several external agencies, we can also offer bespoke support as needed.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. This means provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Assessments of attainment and progress are made at regular intervals, and those students making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

4. Identifying Special Educational Needs

Area of Need	Description
Communication and Interaction	Students 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. Students on the autism spectrum often have needs that fall into this category.
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped into this area, including: <ul style="list-style-type: none"> - Specific learning difficulties, which impact 1 or more specific areas of learning such as: dyslexia, dyscalculia and dyspraxia. - Moderate learning difficulties. - Severe learning difficulties.

	<p>- Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p>
Social, emotional and mental health (SEMH)	<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, challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or Physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided for. Students may have:</p> <ul style="list-style-type: none"> - A sensory impairment such as visual impairment, hearing impairment or multi-sensory impairment -A physical impairment. These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We believe that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Lucy Sheppard SEND@southaxholme-iet.co.uk

They will:

- Work with the Principal and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Assistant Principal for Inclusion and the Principal

The Principal and Assistant Principal for inclusion will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they adhere to this policy

6. Graduated Approach

Teachers are responsible and accountable for the progress and development of the students in their classroom, including where students access support from Teaching Assistants or specialist staff.

SEND identification is integrated into our approach to monitoring student progress. High-quality, adaptive teaching is the first step in supporting students who may have SEND. Teachers, supported by the Senior Leadership Team (SLT), assess progress throughout the year. The SLT reviews teaching quality, staff training needs, and strategies for identifying and supporting vulnerable students to ensure early identification and a graduated response.

Students making inadequate progress for their age and starting point receive targeted, monitored interventions. The SENDCO considers all school-based information before deciding on special educational provision. A student is identified as SEND only if they have a learning difficulty or disability requiring special provision, as defined by the Equality Act: "*a physical or mental impairment with a substantial, long-term adverse effect on daily activities*" (lasting or expected to last at least a year).

Early discussions with the student, parents/carers, and teachers establish strengths, difficulties, concerns, desired outcomes, and next steps. Decisions start with the outcomes sought and expected progress, then determine what support is 'different from' or 'additional to' standard provision. Once confirmed, the student is added to the SEND register, and parents/carers are informed.

SEND support aims to remove barriers to learning through an Individual Education Plan (IEP). This follows a four-part cycle:

Assess: SENDCo and staff analyse needs using teacher assessments, progress data, parental input, student views, and external advice. Concerns from parents are taken seriously. Assessments are reviewed regularly.

Plan: Teachers and support staff are informed of needs, outcomes, and strategies, recorded in the IEP. Parents/carers are fully involved.

Do: The class teacher remains responsible for daily teaching, working with support staff and specialists to implement and monitor interventions.

Review: Termly reviews evaluate impact, progress, and next steps with input from the student and parents/carers. Support is adjusted as needed.

Where SEND-related behaviours require adjustments, we implement strategies to help students meet high expectations without lowering standards. Parents and carers should contact the SENDCo to discuss adjustments for their child.

Referral for an Education, Health and Care Plan (EHC Plan)

Where, despite purposeful action to identify, assess, and meet a child's SEND, expected progress is not achieved, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. If additional funding and support are required from the Local Authority (LA) High Needs Block, the school will submit a funding request in line with LA procedures.

An EHC assessment is appropriate where needs are complex or unclear and require a multi-agency approach to assessment, planning, and resource allocation. The decision to refer for an EHC Plan will be made during a progress review.

Applications for an EHC assessment will include information from multiple sources, such as parents/carers, teachers, SENDCo, social care, health professionals, advisory services, and Educational Psychologists. Evidence will cover current provision, actions taken, and outcomes of previous targets.

Under the Children and Families Act 2014, the Local Authority must publish details of how to request an EHC assessment in its Local Offer. An external panel, including representatives from education, health, and social care, will decide eligibility for an EHC Plan. Parents/carers have the right to appeal decisions not to initiate an assessment or regarding the content of an issued plan. They may also request an EHC assessment directly from the Local Authority.

Where a student has an EHC Plan, the Local Authority must review it at least annually. Schools may be asked to convene and lead these reviews. The Assess–Plan–Do–Review cycle continues throughout, with additional agencies involved as needed.

7. Students on the SEND Register

Students identified as having SEND and listed on the SEND register—either under SEND Support or with an EHC Plan—have their progress monitored every term through SMID assessment points by the class teacher, SENDCo, and Senior Leadership Team (SLT). This process highlights any concerns or underachievement, taking into account the child's specific needs, and informs next steps.

Each student has an Individual Education Plan (IEP) outlining barriers to learning, needs, clear outcomes, and incorporating the Assess–Plan–Do–Review cycle set out in the SEND Code of Practice (2015). The class teacher is responsible for maintaining, updating, and evidencing progress against the outcomes in the IEP. Some students may also have a personalised provision timetable, detailing when they receive support that is additional to or different from their peers.

Both the IEP and provision timetable are reviewed termly as part of the graduated approach, involving meetings with parents/carers and the student. The SENDCo may attend these reviews. If the school identifies that a student's needs cannot be fully met through existing provision, referrals to external agencies and professionals will be made.

Students and parents/carers are involved at every stage, and their views are central to decision-making. Termly review meetings ensure all parties understand their role in achieving outcomes and overcoming barriers to learning.

The SEND register is fluid. If a student makes sustained progress and closes the gap with peers, they may be removed from the register in consultation with parents/carers. Where needs can be managed successfully within the classroom without additional or different support, the student will no longer be classed as SEND Support. Parents/carers will be informed of any such decision.

8. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and relevant stakeholders every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy

10. SEND information report

10.1 SEND provision at South Axholme Academy

The areas of SEND that are currently provided for at South Axholme are:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

10.2 Identifying pupils with SEND and assessing their needs

South Axholme Academy is committed to the early identification of special and additional educational needs and adopts a graduated response in line with the Code of Practice 2014. Students who are making expected progress in line with their target grades and not receiving 'additional to' or 'different from' provision are not deemed to have SEN, despite any diagnosis or screening previously conducted.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Once students are attending South Axholme Academy this continues with a range of in-house assessments and mechanisms including:

- Online reading and spelling tests for all students
- Reading, spelling and Mathematics tests for identified students
- Dyslexia Screening for identified students
- Dyscalculia Screening for identified students
- Close tracking of academy assessment and data.
- Discussion with teachers and observations
- Readiness for learning assessments
- Strengths and difficulties questionnaire

This identification of particular individual needs of students is a collaborative process between teachers, support staff, the SENCO, the Pastoral Team, the student and parents/guardians.

When appropriate external agencies are asked for advice, such as the Educational Psychology Team, ASET, CAMHS, Speech & Language Team, Occupational Therapy, Physiotherapy, Medical Professionals and the Nursing Service.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

10.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

10.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

10.5 Supporting pupils moving between phases and preparing for adulthood

We work very closely with our feeder schools for Year 6 transition. The SENDCo will attend the year 6 EHCP Reviews where possible and meet with school to discuss high need students. All Year 11 students are offered post-16 advice and guidance, the post-16 SENDCo is invited to the annual reviews in year 11.

10.6 Our approach to teaching pupils with SEND

Teaching staff are supported by the SENDCO providing tailored support to students across the curriculum and participate in the review process for students with special educational needs. However, teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide a variety of interventions.

10.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

10.8 Additional support for learning

We have a number teaching assistants who are trained to deliver a variety of interventions.

Teaching assistants will support pupils on a 1:1 basis and in small groups as required.

We also work with a number of agencies to provide support for pupils with SEN.

Examples of intervention programmes offered:

- IDL Packages
- Literacy intervention targeting reading
- Paired or small group reading sessions
- Handwriting support
- Development of ICT skills
- Numeracy intervention
- Individual subject intervention

10.9 Expertise and training of staff

The SENDCo has completed the NASENDCo qualification. All staff are provided with relevant training opportunities throughout the year to improve the teaching and learning of young people, including those with SEND. The Academy is supported closely by the SEND team from the Trust and where additional expertise is needed the Trust SENCO provides this. South Axholme Academy works closely with the Local Authority SEND team.

10.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaire
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEND or EHC plans

10.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

The Academy has a series of pledges that all students aim to complete that develop cultural capital.

All pupils are encouraged to take part in sports day, to go on residential trips, and to take part in the SAX mindset days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

A copy of the Accessibility plan can be found on the Academy Website.

10.12 Support for improving emotional and social development

We support students' emotional and mental well-being. We try to ensure that all students feel supported through a range of interventions including access to the Inclusion and Well being Hub, Pastoral Support, the school nurse and With Me in Mind, Educational Psychologist or Children's Services and CAMHS if required.

All students at the Academy are supervised at lunch and break times and as they arrive and leave school. A Student Leadership Team is effective in leading the development of Health and Wellbeing for all Students and all students are encouraged to participate with this process.

We have a zero-tolerance approach to bullying. See bullying policy for more information.

10.13 Working with other agencies

The academy is able to seek advice and support from a range of external agencies including:

- Educational Psychology and Specialist Teaching Team
- The Support Service for Pupils with Autistic Spectrum Disorders
- Education Service for Hearing & Vision
- The Speech and Language Therapy Service
- The School Nursing Service
- Occupational Therapy and Physiotherapy Services
- Traveller Support Service – Diversity Team
- English as an Additional Language
- Medical Authorities
- Social Services
- CAMHS

The academy is aware of a range of voluntary organisations who can be contacted for information, advice and support relating to special educational needs and disabilities.

10.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Principal via the complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10.15 Contact details of support services for parents of pupils with SEND

<http://www.northlincslocaloffer.com/what-to-do-if-i-am-concerned-my-child-has-send/>

The local Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) can be contacted for impartial advice about SEND.

Contact 01724 277665 or help@nlsendiass.org.uk

10.16 The local authority local offer

Our local authority's local offer is published here: <http://www.northlincslocaloffer.com/>

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

IET reserves the right to make amendments to this policy at any time without notice.

11. Document Control

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Next Review Due	November 2026
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End