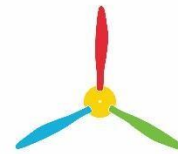




Cabot
Learning
Federation



Haywood
Village Academy

**Special Educational Needs
and Disabilities
(SEND) Policy**

Academy Name: Haywood Village Academy

Implementation Date: November 2025

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
June 2017	Whole document	Updates across the document	CLF Compliance & consistency & changes made following review of SEN Code of Practise.
June 2018	Whole document	No changes	Reviewed the policy.
May 2019	Whole Document	Complaints section added. Updated with governors	Section added.
Feb 2021	Whole document	Removed name of previous SENDCo	New SENDCo in place
November 2021	Whole document		Review of policy.
November 2022	Whole Document		Review of Policy
December 2023	Page 4	Added non-statutory school age to Definition of SEND	Review of Policy
December 2023	Page 4	Added Sensory / Physical to broad areas of need.	Review of Policy
December 2023	Page 5	Removed – a child will be added to the SEN register if they have an plan / EHCP.	Review of Policy
December 2023	Whole Document		Review of Policy

November 2024	Whole Document		Review of policy
November 2025	Page 6	Addition of significant medical needs in identification section	Review of Policy
November 2025	Page 10	Removal of 'locked filing cabinet' from storage section	Review of policy
November 2025	Page 10	Addition of mention of retentions policy	Review of policy



High aspirations - Valuing learning – Achievement for all

Special Educational Needs and Disabilities (SEND) Policy

1. Rationale

- 1.1 Our Special Educational Needs and Disabilities (SEND) policy identifies the statutory provision and a range of strategies our teaching team uses to ensure our school vision is a reality for those pupils with SEND.

2. Vision

- 2.1 At Haywood Village Academy we are committed to equity as well as equality. We are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.
- 2.2 The SEND Code of Practice (2015) states that *“all children and young people are entitled to an education that enables them to make progress so that they:*
 - *achieve their best*
 - *become confident individuals living fulfilling lives, and*
 - *make a successful transition into adulthood, whether into employment, further or higher education.”*

3. Objectives

- 3.1 To identify and provide for pupils who have special educational needs.
- 3.2 To work within the guidance provided in the SEND Code of Practice, 2015.
- 3.3 To enable all pupils, including those with SEND, to maximise their achievements, ensuring that all pupils with SEND are offered full access to a broad and balanced curriculum, including the Early Years Foundation Stage (EYFS).
- 3.4 To provide a Special Educational Needs and Disability Co-ordinator (SENDCo).
- 3.5 To ensure that the culture and practice in our school and management and deployment of resources are designed to meet the needs of all pupils with SEND.
- 3.6 To provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- 3.7 To ensure that pupils with SEND are identified, assessed, provided for and monitored over time.
- 3.8 To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- 3.9 To work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.

4. Definition of SEND

- 4.1 At Haywood Village Academy, we have aligned our provision with the definitions stated in the SEN Code of Practice (2015):
 - xi. *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

xii. A child 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(SEN Code of Practice 2015)

5. Observation, Assessment and Planning

5.1 Our school firmly believes that every child should have high aspirations, value their learning and achieve their full potential. Haywood Village Academy is a happy and vibrant place where all pupils are encouraged to love learning. The dedication and expertise of the staff inspires pupils to become excited and motivated about their learning. We pride ourselves on being an inclusive school which aims to provide support to learning, which will assist all children to achieve their full potential.

5.2 We use our best endeavours to secure special educational provision for pupils for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2015):

5.3 The Code of Practice refers to four broad areas of need:

5.3.1 **Communication and interaction (C&I)** - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This area of need includes, but is not limited to, Developmental Language Disorder (DLD), Autistic Spectrum Disorder (ASD), speech sound delay or disorder.

5.3.2 **Cognition and learning (C&L)** - children with cognition and learning difficulties learn at a slower pace than their peers, even with appropriate differentiation and adaptation. Cognition and Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). This area of need includes, but is not limited to, Specific learning difficulties (SpLD), affecting one or more specific aspects of learning, such as dyslexia or dyscalculia.

5.3.3 **Social, emotional and mental health (SEMH)** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. This area of need includes, but is not limited to, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

5.3.4 **Sensory / Physical need (S/P)** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

6. Graduated Response

6.1 The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

6.2 In order to best support children with special educational needs, Haywood Village Academy will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual.

6.3 Pupils will be added to the SEND register if they do not make adequate progress from good quality personalised teaching, or they require additional support over and above the universal provision to maintain good progress.

They may be considered for identification if they:

6.3.1 Make little or no progress, even when teaching approaches are targeted, particularly towards a child's identified area of weakness.

6.3.2 Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment.

6.3.3 Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.

6.3.4 Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.

6.3.5 Has communication and / or interaction difficulties and continues to make little or no progress.

6.3.6 Make good progress, but only due to 'over and above' interventions and targeted support.

6.3.7 Have a significant medical condition which requires significantly increased adult support. This could include, but it is not limited to, diabetes. Inclusion of medical need on the SEND register will be considered on a case-by-case basis.

6.4 Class teachers will often be the first to identify concerns using classroom observation and informal assessment.

6.5 Parents voicing concern may highlight a particular need.

6.6 Outside agencies may bring a child's difficulties to the school's notice.

6.7 Appropriate standardised tests may indicate where there is potential for a child to have SEND.

6.8 If the school places the child on the SEND register, the school will record the steps taken to meet the needs of individual children on a suitable plan.

6.9 Most children will have an Individual Learning Plan (ILP) to target outcomes to improve progress. ILPs will be created by the class teacher in consultation with the pupil, parents, Learning Partner and SENDCo where appropriate.

6.10 Some pupils will have an individual Pupil Passport to support their SEMH and behavioural needs.

6.11 Pupils with the highest needs may have both an ILP and a Pupil Passport.

6.12 Pupils will be removed from the SEND register if they no longer meet concerns identified prior to placing on the SEND register. Should a child no longer require an individual plan, then parents will be informed.

6.13 Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies could include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Autism Outreach Team
- Sirona NHS Children's Therapies Teams
- Educational Welfare Team
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- Education Mental Health Practitioner
- Primary Inclusion Panel
- Occupational Therapist
- Community Paediatrician

6.11 SENDCo **The four-part cycle:**

- **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.
- **Plan:** Where SEN Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.
- **Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Learning Partners or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.
- **Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

7. Roles & Responsibilities

7.1 Haywood Village Academy has a named SENDCo, Mrs Laura Lovely, who ensures that the Haywood Village Academy SEND policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other current policies within the school. All our teaching and support staff have a responsibility for teaching and learning for all pupils including those with SEND and any other additional need.

7.2 The SENDCo has an important role to play with the Principal and Academy Council in determining the strategic development of SEND policy and provision in the school. The SENDCo holds day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Healthcare Plans (EHCPs). Within their role, they provide professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision for Local Authority's Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

7.3 Specific duties for Class teachers

- 7.3.1 Provide high quality teaching, adapted for individual pupils, as the first step in responding to pupils who have or may have SEND.
- 7.3.2 Respond to any needs presented by the child, rather than awaiting any formal diagnosis.
- 7.3.3 Take responsibility for the progression of all children in their class, including those who receive additional support from staff within school or external professionals.
- 7.3.4 Plan effectively for the delivery of additional support from Learning Partners.
- 7.3.5 Report SEND concerns to SENDCo and Principal prior to and during pupil progress meetings.
- 7.3.6 Work alongside SENDCo and designated Learning Partners to ensure guidance is provided and personalised SEND plans are being adhered to.
- 7.3.7 Write and review personalised Individual Learning Plans or Pupil Passports and be involved in discussing with parents 3 times per year.

7.4 Specific duties for SENDCO:

- 7.4.1 Overseeing the day-to-day operation of the school's SEND policy.
- 7.4.2 Advises and reports to the Senior Leadership Team (SLT) and Academy Council.
- 7.4.3 Supports and advises class teachers and Learning Partners.
- 7.4.4 Organises the professional development of teachers and Learning Partners where appropriate.
- 7.4.5 Liaising with parents of children with SEND.
- 7.4.6 Complies and maintains the SEND Register and all records of all pupils with SEND.
- 7.4.7 Ensures specific plans are written and reviewed by class teachers, parents and pupils where appropriate.
- 7.4.8 Ensures school contact with parents at all stages of support at least twice a year.
- 7.4.9 Liaises with outside support agencies and support services.
- 7.4.10 Ensures that the necessary stock and equipment (including that required for additional intervention and inclusion programmes) are available through the allocated SEND budget.
- 7.4.11 Communicate effectively with the Inclusion team including Family Support Worker, Thrive Practitioner and Speech and Language Therapist.
- 7.4.12 Organises the transfer of SEND records for children when they leave school.
- 7.4.13 Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 7.4.14 Being a key point of contact with external agencies, the local authority and its support services.

- 7.4.15 Gain support from external agencies in a timely manner to seek the best possible package of care for a pupil.
- 7.4.16 Making regular visits to classrooms to monitor the progress of children on the SEN Register.
- 7.4.17 Working with the Principal and the Academy Council to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 7.4.18 Maintain Educational Health Care Plans (EHCPs) and ensure all staff are informed accordingly of the needs of pupils.
- 7.4.19 Plans, organises and carries out EHCP annual reviews adhering to statutory timelines.
- 7.4.20 Comply with the role of Designated Teacher for Children in Care (CiC) and Children Previously in Care (PCiC).

7.5 Specific duties for named Principal

- 7.5.1 Oversees and reports on the implementation of the SEND Policy.
- 7.5.2 Delegates responsibility to the SENDCo.
- 7.5.3 Liaises with Academy Council and SENDCO to monitor the effectiveness and efficiency of the SEND policy.

7.6 Specific duties for the Academy Council

- 7.6.1 Agree policy with regard to the Code of Practice.
- 7.6.2 Delegate responsibility for the implementation of the SEND policy to a named Academy Councillor and to the Principal.
- 7.6.3 Receive regular reports from the SENDCo.
- 7.6.4 Review this policy annually.
- 7.6.5 The Academy Council challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- 7.6.6 The Academy Council has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

8. The role of Families of pupils with SEN

- 8.1 In accordance with the SEND Code of Practice, we believe that all parents of children with SEND should be treated as equal partners. We have positive attitudes to parents, and our SEND Information Report details the additional support we provide for those with concerns for SEN. We strive to ensure that parents understand procedures and are aware of how to access advice. Liaison with parents is therefore encouraged in the following ways:
 - 8.1.1 Parents are always welcomed into school to talk to teachers about any concerns regarding their child and his/her progress.
 - 8.1.2 Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings and additional SEND review meetings.
 - 8.1.3 Parents are involved in discussions with outside agencies where appropriate.
 - 8.1.4 They are involved with the implementation of the Individual Learning Plan by supporting the work at home.
 - 8.1.5 ILPs and Pupil Passports will be written in collaboration with parents/carers and the child, and their wishes, feelings and contributions will be sought when reviewing Individual Learning Plans.
 - 8.1.6 Parents/carers and the child will be invited to contribute to their EHCP Annual Review.

9.0 Accessibility:

- 9.1 All pupils are entitled to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age or developmental stage where appropriate. We recognise the importance of inclusion for all children in mainstream primary education. All teaching and support staff provide suitable learning challenges, meet pupils' diverse needs and provide adaptations to learning.
- 9.2 There will be times when it is appropriate to support the learning of a pupil with SEND on a one to one or small group basis beyond the classroom of their peer group.
- 9.3 Our school publishes an SEND Information Report, which states our offer for pupils with Special Educational Needs or Disability.
- 9.4 In addition to the curriculum, the school provides a wide range of additional activities both in and out of school. Pupils with SEND are actively encouraged and supported, to join in and benefit from these activities.
- 9.5 SEND resources are allocated through different funding elements available to the school such as the school based budget, funds allocated to pupils with statements of SEND and pupil premium.
- 9.6 Parents requiring guidance on how to support their child further at home, including support with external agencies, should contact the school SENDCo.

10. Supporting Pupil with Medical Needs:

- 10.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. School's policy for supporting pupils with medical conditions describes the arrangements the school has in place.

11. Monitoring and evaluation of SEND

- 11.1 The Principal and the SENDCo regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:
 - analysis of pupil tracking data and test results at pupil progress meetings
 - progress against national data and based on their age and starting points
 - interventions baseline and exit data
 - progress against individual targets
 - pupils' work and interviews

12 Storing and Managing Information

- 12.1 Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are securely stored electronically complying with GDPR Regulations.
- 12.2 When a pupil leaves Haywood Village Academy, all SEN files are securely shared with receiving schools. They are then retained inline with the retentions policy.

13 Reviewing the SEND Policy

- 13.1 The SEND policy is reviewed annually.
- 13.2 This policy must be reviewed by November 2026.

14 Complaints

Please refer to the Haywood Village Academy Complaints Policy

14.1 Academy Name: Haywood Village Academy

Academy Complaints Coordinator: Nicki Shapiro

Contact details for Academy Complaints Coordinator: Nicki.Shapiro@clf.uk Telephone number: 01934 312720

Postal address: Haywood Village Academy, 20 Whitney Crescent, Haywood Village, Weston-Super-Mare, BS24 8ES

14.2 CLF Details

The Head of Compliance is the nominated Complaints Officer of the Federation and has responsibility for the operation and management of the Federation complaints procedure.

Head of Compliance: Liz Tincknell

Contact details: Cabot Learning Federation, King's Oak Academy, Brook Road, Bristol BS15 4JT

15 Review

15.1 The SEND policy is reviewed annually.

15.2 This policy must be reviewed by November 2026, alongside the SEND Information Report