



Special Educational Needs & Disability (*SEND*) Policy

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Approved by	Local Governing Board
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Contents

Document control.....	2
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1. Introduction
 - 1.2 – Commonly used acronyms
2. Aims of the college
3. Roles and Responsibilities
4. Identification of students with SEND
5. Additional provision for students with SEND
6. Links with outside agencies
7. Monitoring and Evaluation
8. Assessments and referrals
9. Partnerships
10. Contact

Document Control

New version Number	Key changes from previous version	Date of ratification
1.0	Document control section added with version tracking. New acronyms added, updated introduction outlining inclusive ethos and legal compliance, area of SEND needs categorised under 4 broad areas. Updated Assess-Plan-Do-Review cycle and graduated approach. Added detailed support for Year 7 and Post 16 transitions. Specific metrics added including student progress data, feedback and impact of interventions. Expanded list of interventions and facilities including the Hub and Assistive technology. Added regular training for staff on SEND strategies.	October 2025

1. Introduction

Witchford Village College is an inclusive college where every child is known, equally valued and supported. The college aspires to provide an inclusive education that ensures all students, including those with special educational needs and disabilities (SEND), can achieve their full potential. We recognise that some students require additional support to access learning and participate fully in school life.

The College strives to create a sense of community and belonging for all our students. We strive to have an inclusive ethos with high expectations. A broad and balanced curriculum is offered to all students, with well-established systems for early identification of barriers to learning and participation.

This policy should be read in conjunction with the information within the **SEND Information Report**, available on the College website, and complies with the legal requirements of:

- The Children and Families Act 2014
- The Special Educational Needs and Disabilities Code of Practice 2015
- The Equality Act 2010

1.2 Commonly used acronyms

SEN – Special Education Needs

SEND – Special Educational Needs and/or Disability.

EHCP – Education Health & Care Plan

LA – Local Authority

SENCo – Special Educational Needs Co-ordinator

SCLN - Speech Communication and Language needs

DLD – Delayed Language Disorder

ASC – Autistic Spectrum condition

ADHD – Attention Deficit Disorder

2. Definitions

Special Educational Needs and Disability Policy

Definition of Special Educational Needs (from the 2014 Code of Practice)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 facilities of a kind generally provided for others of the same age.

For children of secondary age, special educational provision is educational or training provision that is additional to, or different, from that made generally for other children or young people of the same age by mainstream schools.

3. Aims of the College

The College will:

- Identify students' needs promptly and accurately (with professional input where appropriate).
- Ensure full access to a broad and balanced curriculum.
- Provide support and adjustments to enable students' full participation in school life.
- Seek and consider the views of students in all decisions affecting them.
- Work in partnership with families.
- Liaise with external agencies to secure appropriate provision.

Principles and Clarifications

- Students will not be identified as having SEND solely because their home language is different from English.
- Persistent disruptive or withdrawn behaviours do not automatically mean SEND is present; underlying causes must be assessed first.
- Reasonable adjustments will be made under the **Equality Act 2010** so that students with SEND can join in school activities alongside their peers. Where adjustments cannot be made, alternative but equivalent learning opportunities will be provided.

Provision and Monitoring

- Students with SEND will be recorded on the **SEND Register** and provision map.
- Additional registers (e.g. Dyslexia) may also be kept.
- Teachers are responsible for identifying and supporting students with SEND, using strategies agreed with the SENCO.
- Parents will always be informed if SEND provision is made for their child.

Working in Partnership

- The College will follow the **Children and Families Act 2014** and the **SEND Code of Practice 2015**, which emphasise collaboration between parents, schools, health, and social care.
- Parents will be consulted before decisions are made about SEND provision.
- The College will work with health and social care colleagues whenever possible.

- A **child-centred approach** will be followed: students' views will be sought, and they will be involved in their own planning, review, and transition processes.

Definition of Disability (Equality Act 2010)

A child or young person is considered disabled if they have **a physical or mental impairment that has a long-term, substantial adverse effect on their ability to carry out normal day-to-day activities**. This includes:

- Sensory impairments (e.g. sight or hearing loss)
- Long-term health conditions (e.g. asthma, diabetes, epilepsy, cancer)

4. SEND: Areas of need

There are four broad areas of need, although the college recognises that a student's needs may fall into one or more categories.

- **Communication and Interaction (C&I)** – Difficulties with speech, language, and communication (e.g., SLCN, DLD, ASC). Student's may struggle to express themselves, understand others, or use social rules of communication.
- **Cognition and Learning (C&L)** – Covers a wide range of learning difficulties, from specific (e.g., dyslexia, dyspraxia) to moderate, severe, and profound/multiple (often linked with physical or sensory needs). Student's may need significant curriculum support.
- **Social, Emotional and Mental Health (SEMH)** – Includes conditions like ADHD, attachment disorder, anxiety, depression, trauma-related difficulties, or other mental health needs. Student's may need support to manage emotions, behaviour, and engagement in learning.
- **Sensory and/or Physical Needs (SI/PD)** – Includes hearing/visual impairments, multi-sensory impairments, and physical disabilities. Student's may require specialist support, equipment, or adaptations to access education fully.

5. Roles and Responsibilities

Governing Body: Ensures the school fulfils its statutory duties regarding SEND.

Headteacher: Has overall responsibility for SEND provision.

Special Educational Needs Coordinator (SENCO):

- Oversees day-to-day SEND provision.
- Coordinates support and interventions.
- Liaises with staff, parents, and external agencies.
- Maintains and reviews the SEND register.
- Reviews the SEND policy and Information Report annually, updating when necessary.

The College recognises that all members of staff have responsibility for students with special educational needs. It is the responsibility of each member of teaching staff to

- Be aware of whole College and department policies and procedures regarding SEND.
- Make themselves aware of students entering the College who may experience learning difficulties.
- Be aware of the SEND of students they teach.
- Provide appropriate teaching, learning experiences and assessments for students they teach who may have learning difficulties, taking note of student profiles and in cooperation with SENCo and Key Workers
- Provide information to facilitate the review of profiles and Educational health Care Plans
- Register any concerns regarding individual students with Head of House, SENDCo or DSL, as appropriate.

6. Assessment and identification of students with SEND

The College is committed to the early identification of students who have special educational needs.

Information about students with SEND is transferred from Primary schools or other schools. The SENCO gathers more detailed information by attendance at Year 6 Annual Reviews and where possible by visits to the schools in the summer term. In some cases, these visits will be made with other members of staff where this is deemed appropriate e.g., Head of house.

Students not identified at Primary School

These students will be identified as early as possible after their entry into the College. This may be for a number of reasons including concerns raised by the teacher, Year 7 screening assessments, referral by an outside agency or parental/student request.

If a student is known to have special educational needs when they arrive at the College, staff will:

- use information from the primary school or previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do through the house system and during day-to-day lessons
- involve the student in planning and agreeing targets to meet their needs □ Involve parents in developing a joint learning approach at home and in College.

All teachers within the College are teachers of SEND and must ensure that learning tasks are inclusive of each student's needs. the quality of first teaching is a vital contribution to the successful teaching of students with SEND.

Differentiation and adaptive teaching are fundamental to SEND students' access to the curriculum. The aim is to provide positive learning experiences and a curriculum that is accessible.

The College is committed to the early identification of students who have special educational needs. As recommended in the **SEND Code of Practice** and in line with **LA policy**, the College adopts the **graduated approach** and recognises that there is a continuum of needs.

Where a pupil is identified as having SEND, the College will, in consultation with the student and parents/carers:

- Take action to remove barriers to learning.
- Put effective special educational provision in place.
- Use the **Assess–Plan–Do–Review (APDR)** cycle, revisiting and refining decisions and actions to improve outcomes.

We will use our best endeavours to ensure that all students with SEND receive the support they need by:

- Making decisions informed by the insights of parents/carers and the students themselves.
- Setting high aspirations and challenging targets for each student.
- Tracking and monitoring progress towards individual goals.
- Regularly reviewing the different or additional provision made for them.
- Promoting positive outcomes in personal, social, and broader development.
- Ensuring approaches are evidence-based and deliver measurable impact.
- Providing support from the SEND/V team.
- Ensuring staff are competent and confident in meeting the needs of students.

The SENCO compiles and maintains the **SEND Register**, which is reviewed regularly.

In a very few cases, it may be necessary for the College to consider, in consultation with parents and external specialists, whether a **statutory assessment** for an Education, Health and Care Plan (EHCP) should be requested from the LA. The College will use LA guidance to inform decisions.

If a student's needs are considered to be **severe, long-term and complex**, the LA may issue an **EHCP**.

7. Transitions

Year 7 and 'in year' transfers.

- The college will collaborate with primary schools and other previous settings.
- Parents/carers are encouraged to share SEND information in advance.
- Transition support includes discussions with previous schools, attending Year 5 Annual Reviews, additional visits, and planning interventions for Year 6 where necessary.
- Students with an EHC Plan have interventions ready for the first weeks.
- Existing SEN support is recorded, shared, monitored, and reviewed. If progress is insufficient, further assessment and interventions are planned with parental and student involvement through the APDR process.

Post-16 Transition

- The College works with post-16 providers to understand each student's strengths, interests, and motivations to plan support.
- Students explore post-16 options, attend taster days, and make informed choices.
- EHC Plans are reviewed at least five months before transition; other students' needs are reviewed at least three months prior. Changes to plans or ineligibility are reported promptly to the Local Authority.
- Students with Autism are informed of their rights to community care and carers' assessments.
- Students are increasingly involved in decision-making as they get older, with parents/carers involved where appropriate, while recognising that post-compulsory age decisions rest with the student.

8. Provision for students with SEND

Like all learners, students with special educational needs require frequent opportunities to practise their skills and to develop knowledge and understanding within a secure and flexible learning environment. All students are entitled to:

- Access to a **broad, balanced and relevant curriculum**.
- Appropriate **accredited qualifications**.
- A wide range of **learning opportunities**.

Faculties make provision for students with SEND through **careful planning of activities**, recognising that all students benefit from a variety of teaching and learning styles.

Classroom environments are designed to:

- Offer appropriate **challenge and support**.
- Encourage students to reflect on their progress.
- Set **high expectations** for all learners.

All teachers are expected to:

- Provide **appropriately adapted work**.
- Make **reasonable adjustments** for students.
- Follow, wherever possible and reasonable, **individual strategies** recommended by the SEND department (including those listed with Student Profiles).

The SEND department provides additional or different provision, including:

- Purpose-built facilities (ERB, The Hub)
- Targeted interventions.
- Specialist equipment, in line with professional recommendations.

We have substantial experience in supporting students with a wide range of needs. Teachers and support staff undertake regular training to enable effective classroom support for students with SEND. Training may be:

- **Specific** (linked to particular conditions or categories of SEND).
- **General** (e.g., strategies to scaffold tasks for a range of learners).

All teachers are expected to provide appropriately differentiated work, make reasonable adjustments for students, and follow, whenever possible and reasonable, individual strategies informed by information from the SENDco and pupil passport information. In line with the Ordinarily Available Provision available on the college website

Some students will not make progress in spite of the differentiated curriculum & adaptive teaching available to them. We recognise that there are students with Educational Needs who will require a form of provision that is additional to and/or different from that is usually provided as part of the usual differentiated curriculum.

Provision may include:

- Quality First Teaching with adaptations
- Small group or 1:1 intervention
- Assistive technology and learning aids
- Pastoral and mentoring support
- Reasonable adjustments for assessments and exams

Additional interventions could include:

- Literacy Intervention

- Numeracy Intervention
- Speech and Language support
- Anger Management sessions
- Nurture groups
- Social Skills groups
- Lego -based therapies

These interventions are put in place **dependent upon need**. The level of support provided will represent the College's **best endeavours** and will take into account the recommendations outlined in a student's **Education, Health and Care Plan (EHCP)**, which is produced by the **Statutory Assessment and Resources Team (START)**.

The College will also decide how **notional and additional funding** is allocated to meet the needs of students with SEND.

9. Assessment and Referrals

Referrals will always be considered and actioned but we are aware that this is lengthy process.

Our best endeavour will always be to meet the need prior to any diagnosis.

10. Links with Outside Agencies

The College will make full use of external support services and agencies to help in the identification, assessment, provision, monitoring and review of pupils with SEND. Liaison will take place with the following services and agencies, as appropriate.

- Educational Psychology Service – assessment and advice.
- Community Paediatrician – assessment and advice.
- Occupational Therapy Service – assessment and advice.
- Physiotherapist – assessment and advice.
- Speech and Language – assessment and advice.
- CAMHS – assessment and advice.
- Hearing Impairment Service – assessment, advice and equipment.

11. Monitoring and Evaluation

This policy and the SEND Information Report will be reviewed by the SENCO every year, and he/she is responsible for its implementation. They will also be updated if any changes to the information are made during the year.

The updated policy will be approved by the **Headteacher – Nick Harrison** and the **Governing Board**.

The effectiveness of provision will be measured through:

- Student progress data.
- Parent/carer feedback.
- Student voice.
- Impact of interventions.

12. Partnerships

The College encourages students to participate in their learning and decisions made about them.

Students are:

- part of the decision-making process
- included in setting their targets.
- included to contribute to the annual review procedure and to attend annual reviews

The College works closely with parents listens to their views and recognises that their involvement and support is vital to the success of the education of students with special educational needs. We promote a culture of cooperation and will always seek constructive ways of reconciling different points of views.

Parents are:

- Encouraged to discuss any issues and concerns with the SEND Department
- Where possible kept informed of any additional or different provision being given
- Invited to contribute to and attend any review meeting about their child
- Aware of targets set for their child, the progress being made and appropriate strategies which will help in college and at home
- Signposted to SENDIASS so that they can obtain impartial and confidential advice, information and support
- Able to have access to appropriate special educational needs records for their child

Advice and support from specialist agencies and other professionals is sought and put in place where appropriate to ensure provision meets the needs of students.

13. Contact

The College recognises that students with special educational needs are the responsibility of all staff.

The SENCo can provide information about facilities and provision for young people attending the College.

More information about who to contact can be found within the SEND Information Report, available on the College website.