September 2025

Next Review date: September 2026

SEND Policy

This policy applies to all academies managed by Wootton Academy Trust (WAT).

Wootton Academy Trust

Person responsible: Head of School and Head of College

Approved by: Wootton Academy Trust Board of Trustees

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Associated Documentation

- Equal Opportunities
- Curriculum Statement
- Admissions Policy
- Teaching and Learning Policy
- Behaviour Policy
- Assessment, Reporting and Recording Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure
- Supporting Children with Medical Needs

Wootton Academy Trust (WAT)

Person with strategic responsibility for SEND: **Executive Headteacher**

ELT Lead: **Head of School/ College**

SENDCo: **Mrs Guiney**

Directors Committee: **WAT Board**

Designated Director: **WAT Board**

Designated LG for SEND: **Judy Chandler (WUS LGB), Pauline Kendall (KC LGB)**

1. Introduction

Wootton Academy Trust (WAT) is committed to the principle that every child has individual needs. At Wootton Upper School, every pupil has an entitlement to access the full curriculum offer. Kimberley College has selective entry criteria and only offers level 3 courses. However, once this entry criteria has been met, both the school and college are committed to the same principle that every child should be fully included in all aspects of the life of the Trust, irrespective of ability, race, sex or need and should be respected and valued as individuals.

WAT will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required, WAT will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organization to enhance its ability to support all learners. WAT will seek to remove all barriers to learning and achievement.

2. Mission Statement

To support and challenge every learner at all times to achieve their personal best leading to improved life and career opportunities.

Values

- **Excellence** outstanding pupil progress and achievement
- **Enrichment** education of the whole child
- **Independence** nurturing initiative in pupils' attitudes to learning
- **Opportunity** success regardless of background
- **Equality** a safe place to value and celebrate diversity
- **Community** pupils, staff, parents/carers, governors, directors and other local people working together
- **Partnerships** collaborative relationships with other organisations
- **Continuity** celebrating our traditions whilst embracing the new
- **Celebration** recognising pupil achievement
- **Integrity** in all that we do

3. Aims and Objectives

This policy ensures that WAT:

- Promotes inclusive education and high-quality teaching for all learners.
- Enables learners with SEND to join academy activities alongside peers, where compatible with effective learning for all.
- Meets legal duties to provide curriculum access while recognising individual needs.
- Communicates identified SEND needs to staff when notified by the LA.
- Ensures all staff understand their role in identifying and supporting learners with SEND.
- Provides clear reporting to parents/carers on SEND provision and policy effectiveness.
- Defines staff roles and responsibilities in implementing this policy.

WAT is committed to early identification, accurate assessment, and appropriate provision to meet the needs of all learners.

4. Legal Framework

WAT ensures inclusion practices relating to special educational needs & disabilities meet the criteria set out in the following Acts and guidance:

- SENDA 2001;
- SEND Code of Practice (2014);
- Disability Discrimination; 1996 Education Act;
- The Green Paper – Excellence for all 1997;
- Meeting SEND Programme of Action 1998;
- 10/99 and 11/99 Social Inclusion Guidance;
- Education Act 2001;
- Removing Barriers to Achievement 2004;
- National Service Framework for Children 2004;
- Section 52 Children Act 2004 Looked after Children;
- Youth Matters 2005;
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005).
- Every Child Matters; Equality Act 2010;
- Working Together to Safeguard Children;
- Supporting pupils at school with medical conditions (2014);
- Keeping Children Safe in Education

5. Definitions.

WAT accepts the definition below of **SEND**, as set out in the Code of Practice (2014):

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 in mainstream schools or mainstream post-16 institutions*

Special educational provision means: For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by

relevant early years providers.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people means: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is …

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realize:

'long-term' is defined as 'a year or more' and **'substantial'** is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

6. Roles and responsibilities

6.1 Directors/ Governors

Directors and local governors must ensure that:

- WAT has a policy for identifying and supporting the SEND of learners;
- there are procedures for identifying and providing for learners' SEND;
- it has regard for the requirements of the SEND Code of Practice (2014);
- it is fully informed about SEND issues, so that it can play a major part in WAT's self-review process;
- it puts in place appropriate staffing and funding arrangements, and oversees WAT's work for learners with individual needs;
- it is, and ensures others are also, involved in the development and monitoring of this policy;
- there is a nominated director with responsibility for SEND;
- SEND provision is an integral part of Trust Improvement Plans;
- The quality of SEND provision is regularly monitored.

6.2 The Executive Headteacher

The Executive Headteacher must ensure that:

- the policies and procedure adopted by WAT are fully implemented;
- learners with special education needs & disabilities join in all academy activities alongside other learners, as far as is reasonable practical and compatible with their needs and the efficient education of other learners;
- parents/carers are notified if WAT decides to make special educational provision for their child;
- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for students with SEND;
- the Trust board and local governing boards are informed of SEND issues;
- the implementation of this policy is monitored and reported to directors and governors.

6.3 SENDCo

The SENDCo is responsible for:

- Overseeing daily operation of this policy and coordinating SEND provision.
- Ensuring a consistent approach across WAT and supporting staff in identifying and meeting needs.

- Liaising with Assistant SENDCo, Teaching Assistants, and Pastoral Tutors to assess, monitor, and support learners.
- Leading assessments, observations, Pupil Passports, target-setting, and resource allocation.
- Working closely with parents/carers to involve them in strategies and provision.
- Acting as the link with external agencies, organising meetings, and sharing information with staff and families.
- Maintaining the SEND register and records, and monitoring learner progress through assessment data.
- Providing staff training, advice, and information on behaviour management and individual learner needs.
- Collaborating with school and college leadership teams to map provision, allocate support, and ensure effective classroom strategies.
- Managing SEND administration, including transition from feeder schools, to ensure smooth learner progression.

6.4 Teachers

All teachers in Wootton & Kimberley are teachers of learners with special education needs & disabilities and as such WAT adopts a whole-academy approach involving all staff adhering to a model of good practice. Learning tutors must ensure that they:

- are fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND;
- are aware of the individual needs, including any SEND, of all learners they teach;
- include all learners in lessons, scaffolding tasks to support progress;
- providing an appropriately differentiated curriculum when appropriate;
- draw on the SENDCo for advice on assessment and strategies to support inclusion;
- give appropriate feedback to enable progress to be monitored and effective reviews to take place.

6.5 Small Group Teachers

Any staff who work with small groups of learners must ensure that they:

- make themselves aware of WATs policy for Special Education Needs & Disabilities and procedures for identification, monitoring and supporting learners with specific needs;
- are fully conversant with the individual needs of all their mentees;
- contribute as required to any review process;
- raise any concerns with the Head and Deputy Head at Wootton Upper, senior leadership team at Kimberley College or SENDCo as they arise.

7. Admission and Inclusion

WAT adopts a whole-academy, inclusive approach, ensuring all learners, including those with SEND or EHCPs, have equal access to education and academy activities.

- Inclusion is central to WAT's policy, aligned with equal opportunities principles.
- Learners with SEND are admitted on the same basis as others, in line with the academy admissions policy.
- Where an LA proposes to name WAT in an EHCP, the academy must respond within 15 days, agreeing unless it would be incompatible with effective education for other learners or unsuitable for the child's age, ability, or needs.
- Decisions regarding compatibility follow SEND Code of Practice guidance.

Specialist Provision – Wootton Upper School:

- Five blocks, some with first floors but no lifts; lessons are re-timetabled if needed.
- Ramps provide full external access; disabled toilets available.

- Accessibility Plan in place under SEND and Disability Act 2001.

Specialist Provision – Kimberley College:

- Three-storey DDA-compliant building with lift access to all floors.

8. Curriculum Access

WAT ensures all learners have access to the curriculum, with differentiation and support to meet individual needs.

- At Kimberley College, entry depends on meeting academic criteria.
- A graduated approach is used for learners with SEND, making full use of classroom and WAT resources before external support.
- Teaching styles include whole-class, small-group, or individual support.
- Curriculum tasks may be scaffolded into small, achievable steps.
- Supervisory staff are trained and aware of learners' needs during all academy activities.

9. Procedures – A Graduated Response

9.1 Assess

- Identify needs through transition info, parents/carers, external agencies, prior data, internal tests, ongoing tracking, staff observations, and referrals.
- If progress remains limited despite SEND Support, a statutory Education, Health & Care Plan (EHCP) assessment may be initiated.

9.2 Plan

- Develop strategies to support learners' individual needs.
- Ensure schemes of work allow differentiation, use ICT effectively, and set targets with SENDCo support.

9.3 Do

- Provide SEND Support where learners struggle with literacy, numeracy, behaviour, social/emotional development, communication, interaction, or sensory/physical difficulties.
- Interventions include key worker or tutor support, personalised strategies, alternative classroom organisation, specialist learning support, and equipment.
- Resources for non-EHCP SEND follow the SEND Code of Practice (2014).
- Parents/carers and learners are involved in decisions via Provision Maps and Pupil Passports.

9.4 Review

- Monitor progress through normal assessment processes and additional SEND reviews.
- **SEND Support learners:** Interventions logged in Provision Map; Pupil Passport co-produced with learner and parents/carers.
- **EHCP learners:** Annual review with learners, parents/carers, WAT staff, and external agencies; interventions recorded in Provision Map and Pupil Passport.

9.5 Record Keeping

- Maintain detailed records of learner progress and SEND provision in the Special Educational Needs Register and Provision Map.

10. Liaison and Other Support Services

As far as is practicably possibly WAT will liaise with its feeder schools for learners with special needs to ensure that the transition is as smooth as possible. This will also allow the SENDCo to gather as much information as possible to help arrange the required provision.

WAT will hold an agreement with the Local Authority to buy into traded services as required ensuring that appropriate provision and arrangements can be made. The following external agencies are available for support as required for students (this list is not exhaustive):

- SEND Support Services
- Educational Psychology Service
- Behaviour Support Service (BSS)
- Social Care
- The Hearing Support Service
- The Visual Support Service
- Education Welfare Service
- Child Adolescent Mental Health Service

11. Managing Parental Complaints

- Parents/carers with queries or concerns should contact the SENDCo (**Mrs Guiney**), who will respond within 5 working days.
- WAT maintains open communication to ensure parental support and agreement.
- If unresolved, parents/carers may follow WAT's Complaints Procedure (details on the Trust website).

12. Training and Development

- Staff training is informed by learner needs, line management, and performance reviews.
- All staff receive SEND awareness training as part of induction.
- The SENDCo completes statutory training within required timescales.
- Bespoke training may be arranged for individual learners in liaison with external agencies.
- Voluntary training sessions are held throughout the year to maintain awareness of SEND strategies.

13. Parental Partnerships

- WAT actively involves parents/carers in all stages of SEND support, from referral to review.
- Post-16 learners take more responsibility for decisions, but parents/carers remain involved as appropriate.
- Parents/carers are encouraged to contact the SENDCo or Assistant SENDCo with concerns.
- Parents/carers contribute to WAT development via forums discussing SEND support.

14. Learner Participation

- Learners are encouraged to participate in decisions about their education and support.
- Meetings, Student Voice, and other opportunities gather learner perspectives on SEND provision.

15. Monitoring and Evaluation

WAT monitors the effectiveness of SEND provision through:

- Learner progress toward targets
- Staff awareness of learner needs
- Behaviour improvements where relevant
- Inclusion in academy activities
- Attendance and exclusion rates
- Learning walks and reports to governors
- Feedback from parents' forums and Student Voice
- External reviews of SEND provision