

Abbey Grange C of E Academy **Policies & Procedures**

SEND Policy 2025 -2026

Approved on	2 nd October 2025
Approved by	Local Governing Board
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Abbey Grange C of E Academy SEND Policy

This policy is written in accordance with the statutory requirements outlined in the:

- SEND Code of Practice: 0–25 years (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Teacher Standards (2012)

It has been developed by our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Stephanie Hadley, and reflects our commitment to promoting equality of opportunity, removing barriers to learning, and ensuring all pupils receive high-quality, inclusive education.

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1. Vision and Principles

At Abbey Grange C of E Academy, we believe that every student has the right to access a broad, balanced, and ambitious curriculum—regardless of need or ability. We are committed to early identification, inclusive practice, and high expectations for all learners.

We uphold the principle that Special Educational Needs and Disabilities (SEND) should not be a barrier to achievement and progress. In line with the Equality Act (2010), we make reasonable adjustments and ensure that no student is disadvantaged due to a disability or additional need.

We use a person-centred approach, with support carefully planned and reviewed through the graduated approach of Assess, Plan, Do, Review, as set out in the SEND Code of Practice.

2. Areas of Need

We support students with a range of needs, including:

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

Our inclusive ethos encourages a collaborative approach with students, families, teaching staff, support staff, and external professionals.

3. Commitment to Inclusive Education

Our whole-academy approach ensures that:

- Quality First Teaching (QFT) is at the heart of every classroom.
- All teachers are responsible and accountable for the progress of all students in their classes.
- Additional interventions and adaptations are used where necessary to ensure individual needs are met.
- High aspirations are maintained for all learners.

4. Identification and Early Intervention

We understand that early identification is essential. We identify students with SEND through:

- Transition data and liaison with feeder schools
- KS2 SATS results and teacher assessments
- In-house assessments (e.g. SNAP, Lucid Exact, Reading, Baseline Assessments)

- Teacher referrals and ongoing classroom observation
- Pupil and parental voice

Students may be placed on the SEND or SEND Monitoring register following assessment and in consultation with families and, where appropriate, external professionals.

Students may be removed from the register if they make sustained progress and no longer require SEND support or Monitoring.

5. Transition Support

KS2 to KS3 Transition

The SENDCo, Assistant SENDCo, and Pastoral Team liaise closely with feeder primary schools to ensure effective planning and continuity of provision. Enhanced transition programmes are available for our most vulnerable students.

Each student's profile is built using:

- Teacher assessments
- KS2 SATs results
- SEND liaison documentation
- Pupil passports

KS3 to KS4 Transition and Post-16 Pathways

We provide tailored support and guidance for SEND learners as they make decisions about GCSE options and future pathways. Careers education, advice, and guidance (CEIAG) is accessible and inclusive, and we work with external providers and local colleges to ensure smooth transition to further education, training, or employment.

6. Working with External Agencies

We work in partnership with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- Alternative Provisions (AP's)
- Special Educational Needs Inclusion Team (SENIT)
- Occupational Therapists (OT's)
- SENDIASS
- Social Care

Referrals are made in consultation with families and according to individual need. Additional support is funded through the notional SEND budget and, where appropriate, via top-up or high needs funding.

The Leeds Local Offer provides further information about support services: <https://leedslocaloffer.org.uk/#!/directory>

7. Partnership with Parents and Carers

We believe that strong partnerships with parents/carers are fundamental to the success of SEND provision. We ensure:

- Regular communication and consultation
- Involvement in reviews, planning, and decision-making
- Opportunities to raise concerns and ask questions

Parents/carers are encouraged to contact the SEND Team directly regarding any concerns. Formal complaints should follow the academy's Complaints Policy <https://www.abbeygrangeacademy.co.uk/about-us/policies-procedures>

8. Assessment and Access Arrangements

Assessment informs teaching and helps identify barriers to learning. In addition to teacher assessments, we use:

- Diagnostic assessments
- Literacy and numeracy screeners
- Reports from external specialists

Access Arrangements for exams are applied in accordance with JCQ regulations and must reflect a student's normal way of working. These may include extra time, rest breaks, a reader, or use of a word processor.

9. SEND Support and Provision

In-Class Support

Where appropriate, Teaching Assistants (TAs) support identified students in class, following direction from the teacher. Their focus is to promote independence and scaffold learning, particularly where subject-specific vocabulary or instructions are a barrier.

Withdrawal and Intervention

Some students may benefit from short-term targeted interventions delivered outside the classroom. These may include:

- Literacy and numeracy support
- Social skills groups
- Emotional wellbeing support

Withdrawals are planned to minimise disruption to core curriculum subjects and are reviewed regularly.

10. The Graduated Approach

We implement the Assess – Plan – Do – Review cycle for all students receiving SEN support. Regular reviews are held with students and families, and progress is monitored via:

- Data analysis
- Departmental assessments and feedback
- Pastoral input and student voice

Students with an Education, Health and Care Plan (EHCP) have formal annual reviews involving parents/carers, the young person, and all relevant professionals.

11. Record Keeping and Confidentiality

Records are maintained for all students with SEND and include:

- Pupil passports
- Assessment outcomes
- Communication with parents/carers and professionals

Sensitive information, including safeguarding files, is kept securely and shared only on a need-to-know basis in accordance with GDPR and safeguarding legislation.

12. Staff Training and Development

Ongoing professional development is central to maintaining effective SEND provision. All staff receive regular training through:

- Staff meetings and INSET days
- External training from specialists
- Sharing of inclusive strategies and best practice

The SENDCo also offers support to colleagues through mentoring, coaching, and collaborative planning.

13. Resource Allocation

Resources are deployed to meet the needs of students within the constraints of the academy's notional SEND budget and any additional funding received.

Provision is regularly reviewed to ensure equity, impact, and best value.

14. Monitoring and Evaluation

SEND provision is monitored and evaluated through:

- Learning walks and observations
- Book scrutiny and pupil voice
- Data analysis and progress tracking
- Annual reviews and provision mapping

Evaluation considers academic, social, emotional, and developmental progress, focusing on the individual's journey and distance travelled.

15. Safeguarding

We are fully committed to safeguarding all students, including those with SEND. Our practices reflect the guidance in:

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2023)

The SENDCo works closely with the Designated Safeguarding Lead (DSL) and pastoral staff to ensure coordinated support.

16. Conclusion

We are committed to removing barriers to learning and ensuring that all students—regardless of ability, background, or additional need—can thrive, achieve, and feel a sense of belonging. Through a collaborative, inclusive approach, we aim to prepare every learner for adulthood with confidence, independence, and resilience.