



# SEND Policy

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## DOCUMENT AUTHORITY

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Approved by:	<i>Lo A Bantock</i>	Chair of Governors

## DOCUMENT HISTORY

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### Context

This policy outlines the framework for Yarborough Academy to meet its statutory duties and obligations to provide a high quality, inclusive education to all of its pupils, including pupils with special educational needs and / or disabilities (SEND). Our values of Growth, Love and Over and Above (GLO) support us to value the abilities and achievements of all our pupils which results in positive outcomes for all. At Yarborough Academy we believe that every teacher is a teacher of SEND and all adults will work together as a team to make sure all pupils feel welcome and valued. Inclusion is everyone's responsibility and is central to our culture and practice. This reflects the national focus on inclusion, equity, adaptive teaching and positive outcomes for all learners.

We are committed to:

- Removing barriers to learning
- Promoting high expectations for all pupils
- Ensuring pupils with SEND achieve ambitious outcomes academically, socially and emotionally
- Embedding inclusive practices across the whole school
- Collaborating with pupils and their special grown-ups in decision making

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This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (2015) and the Equalities Act (2010). In addition to this the specific following legislation has also been considered:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND
- [SEND Code of Practice \(2015, 0-25 years\)](#) which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The [Governance Handbook](#), which sets out governors’ responsibilities for pupils with SEND

This policy will be implemented by all school staff and the implementation will be overseen by the Headteacher and SENDCO whom will also oversee the management and strategic development of provision for SEND.

Head Teacher:	Mrs H Albery
SENDCo:	Mrs L Walton
Assistant SENDCo:	Mrs E Harries
SEND Governor:	Mrs C Bantock
Local Authority	North East Lincolnshire

**Objectives**

Yarborough Academy aims to:

- Identify pupils at the earliest stage with Special Educational Needs and disabilities and ensure that their individual needs are identified accurately,
- Ensure all pupils regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS,
- Promote excellent progress and wellbeing,
- Work in partnership with families and professionals,
- Prepare pupils effectively for adulthood and transitions.

**Definitions**

The law states that a child has a special educational need if he/she has a:

- A pupil has SEND if they have a learning difficulty or disability that requires special educational provision that is additional to or different from that made generally for others of the same age.
- Disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

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

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### Areas of special educational need

Yarborough Academy will make provision for pupils with the following 4 broad areas of need as outlined in the SEND Code of Practice:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical

Needs may overlap and change over time. Identification focuses on barriers to learning rather than labels.

The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into any specific category. At Yarborough Academy we aim to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as:

- Attendance and Punctuality
- Adverse childhood experiences (ACES)
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a care experienced child

Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision however, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### Roles and Responsibilities

#### **Governing Body**

There is a named “responsible person” within the governing body. The governing body has a responsibility to:

- .Champion inclusion.
- Monitor SEND outcomes.
- Ensure statutory compliance.
- Oversee SEND funding and training

#### **Headteacher**

The Headteacher has responsibility for:

- Strategic leadership of SEND.
- Ensuring staff understand pupils’ needs and implement provision.
- Quality assuring SEND provision.
- Monitoring and reviewing pupil progress.
- Ensuring statutory compliance.
- Deploying SEND resource appropriately.
- Ensuring the SENDCO has sufficient time and resources to carry out their duties.

#### **SENDCO (Special Educational Needs and Disabilities Coordinator)**

There is a named SENDCO within the school and they must:

- Be a qualified teacher and have attained the National Award in Special Educational Needs Coordinator within three years of appointment.
- Collaborate with the governing body and head teacher to determine the strategic development of the SEND policy and provision in the school.

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- Undertake the day-to-day responsibility for the implementation of the SEND policy.
- Lead a graduated approach to providing SEND support.
- Track impact of provision.
- Liaise with the families of pupils with SEND in conjunction with the class teacher.
- Liaise with outside agencies and be a key point of contact for the Local Authority.
- Deliver and arrange appropriate staff CPD.

### **Class Teacher**

The class teachers' responsibilities are:

- To identify barriers early, gathering information and completing appropriate assessments e.g. SNAP assessment.
- To plan and deliver adaptive teaching. Make responsive adaptations whilst teaching and when appropriate.
- To follow the assess, plan, do and review (APDR) cycle ensuring this is accessible through a personalized learning plan.
- To set ambitious expectations for every pupil.
- To work and collaborate with families and pupils.
- To take into account provision for pupils with SEND when planning extra-curricular activities and educational visits.

### **Teaching and Inclusion Assistants**

The teaching and inclusion assistant's responsibilities are:

- To deliver planned interventions with fidelity.
- To promote independence.
- To liaise and feedback assessments and impact of provision to class teacher and SENDCO.

### **Involving pupils and families**

We ensure that:

- Pupils are seen as individuals and not their SEND label.
- Pupils contribute to planning and reviewing their reasonable adjustments.
- Families are partners and not just observers.
- Communication is clear and accessible.
- Strengths and aspirations drive provision.

## **Procedures**

### **Initial Concerns**

The SENDCO must be consulted about any pupil for whom the class teacher has concerns or any pupil that a parent/carer has raised a concern about using the schools internal referral system. Parents and carers should be involved with, and consulted on, any possible action which the school proposes to take.

### **Identification**

To identify pupils with SEND, Yarborough Academy will use:

- Baselines, ongoing assessments and summative assessments.
- Specific assessments such as Wellcomm, SNAP and/or a Neurodiversity profiler.
- Teacher and SENDCO observations.
- Professional discussions between school, home and if appropriate external professionals.
- Pupil progress meetings.

Yarborough Academy will also consider wider factors such as attendance, trauma, EAL and disadvantage before identifying SEND.

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### **Graduated Approach**

Yarborough Academy will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Assess – Identify needs and barriers
- Plan – Agree provision and outcomes
- Do – Implement adaptive teaching and intervention
- Review – Evaluate impact and adjust

Reviews will focus on impact, not just activity.

### **SEN Support**

Support may include:

- Classroom adaptations (see appendix A - Yarborough Academy's universal curriculum adaptations for SEND).
- Targeted interventions (see appendix B – Yarborough Academy's tiered targeted support).
- Assistive technology.
- Emotional regulation strategies.
- Personalised learning plans with reasonable adjustments, pupil voice and where appropriate SMART outcomes.

The class teacher or SENDCO, in consultation with families, will talk with the parents/carers about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Has social, emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having individualised support.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

### **Statutory Assessment Process**

- Yarborough Academy will, in consultation with the pupil's family, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

### **Education, Health and Care (EHC) plans**

Yarborough Academy will:

- Cooperate with the Local Authority and respond in the given time scales outlined.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

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- Review plans annually or at an earlier stage if there are significant changes.
- Prepare pupils and families for transitions.

### **Quality Assurance and Impact**

SEND provision is monitored through:

- Teaching and learning evaluations
- SEND learning walks
- A week in learning with a SEND lens
- Pupil and family voice
- Progress data
- Attendance and behaviour data

Leaders will evaluate what works, for whom and why.

### **Data and record keeping**

A school register of pupils with Special Educational Needs/Disabilities is maintained and updated termly by the SENDCO and is shared with colleagues. Pupils who have disabilities and medical issues but no special needs will be recorded on the school's medical register.

### **Admission arrangements**

Admissions for pupils with SEND and EHCP's follow local authority guidance. We make reasonable adjustments to ensure full access to learning, the site and enrichment.

### **Staff Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, SEND Network meetings and signposts relevant SEND focused external training opportunities to all staff as required. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Examples of recent training include:

- Adaptive teaching
- SEMH – emotion coaching, trauma informed practice
- Condition specific awareness
- Core SEND training e.g. writing SMART targets, Precision Teaching

### **Complaints**

If parents/carers have a complaint concerning provision for their child the first port of call is the class teacher. If the problem cannot be resolved at this stage then the matter should be referred to the SENDCO who would then consult with the head teacher. Further details regarding complaints can be found in the 'School Complaints Policy'.

Families may also access SENDIASS for support and independent advice.

### **North East Lincolnshire SENDIASS**

Phone: 01472 326 363

Email: [ask@nelsendiass.org.uk](mailto:ask@nelsendiass.org.uk)

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