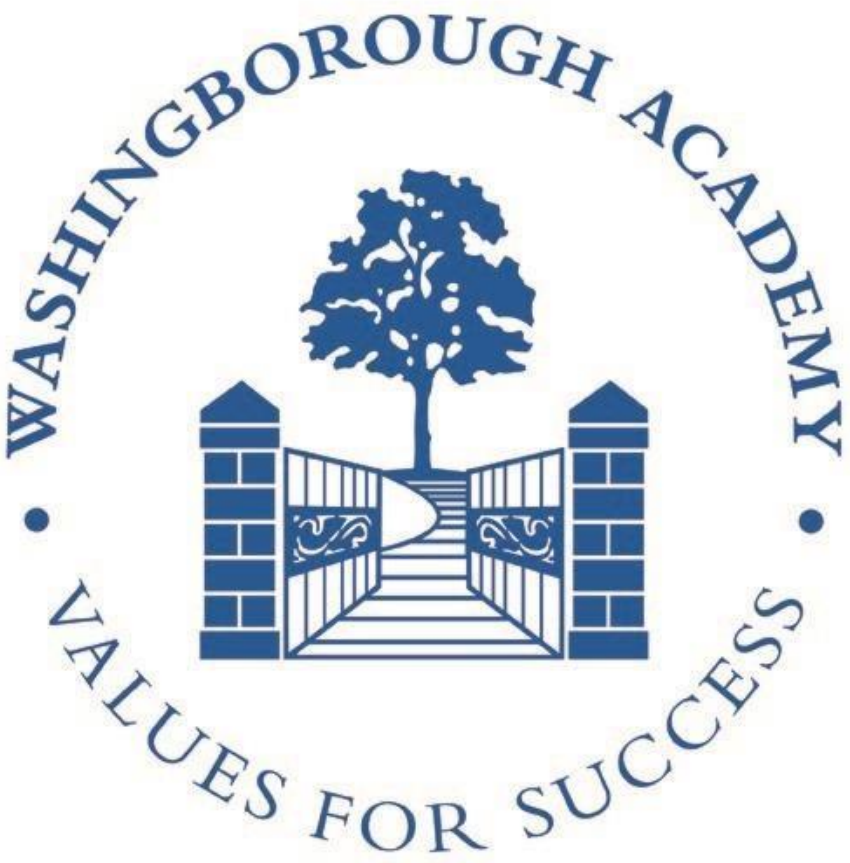

SEND Policy and Information Report

Last Reviewed: November 2025

Next Review: November 2026

Approved by SENDCO: Elspeth O'Rourke

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

At Washingborough Academy we firmly believe that each child is unique and aim to provide them with the best possible support to enable all children to achieve their potential. We recognize that some children may need more support, at times, in order to achieve this and we will make every effort in order to ensure that they receive the appropriate level of support for the appropriate level of time. Support will be focused to ensure that they can fulfil their potential and achieve across the curriculum.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators
    - (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

Roles and responsibilities

The SENDCO is Elspeth O'Rourke. The SENDCO will:

- Work with the Headteacher, Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all children with SEND up to date.

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND information report

The kinds of SEND that are provided for

There are four categories of Special Educational Needs and children can fall into one or more of these categories:

- Cognition and Learning: e.g., Autistic Spectrum Condition or Speech and Language difficulties.
- Communication and Interaction: e.g. dyslexia, dyspraxia.
- Emotional, Behavioural and Social: e.g. ADHD.
- Sensory and Physical: e.g. visual impairments or epilepsy.

Identifying children with SEND and assessing their needs

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. At Washingborough Academy we assess all children to identify their strengths and needs and how they can best be supported. Each child's progress is carefully monitored by their class teacher, and we are then able to quickly identify when a child may require some additional support in a particular area. We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than academic attainment, for example, social and communication skills.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

If a class teacher has identified an area of need, then this will be recorded and discussed with parents. Further information will be gathered using the SEND Identification Documents. This will be recorded as being on the Monitoring phase. Progress in this area will then be monitored and if little/no progress is made then it may be appropriate to move on to the Special Needs Register, which is called SEND Support

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When a child is on the Special Needs Register, they will have a SEND Support Plan put in place. This will identify targets to be met and strategies to support this. This will be reviewed three times a year in consultation with the child, parent, and teacher.

Consulting and involving children and parents

What should you do if you think your child has Special Educational Needs?

- Speak to your child's class teacher and share your concerns. They will consider the latest assessment results, observations, and general notes about your child.
- If your child's class teacher thinks it is necessary, they will arrange a meeting with the SENDCO to discuss the concerns.
- f appropriate, and with permission of the parents, outside agencies may be brought in to support the child.
- If agreed, further information will then be gathered using the Identifying SEND documents and the child will be put on the Monitoring list.
- Progress towards agreed targets will be monitored and if it is felt that significant progress is not being made, then the child will be moved to SEND Support on the SEND Register.
- If a child is on SEND Support, they will have an individual Support Plan which will be reviewed three times a year.

We firmly believe that ensuring strong communication links between home and school provides the child with highest level of support. These conversations will make sure that:

- We listen to the voice of the child and their experience of learning.
- Everyone develops a good understanding of the child's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these discussions will be added to the child's record.

At all stages of this process, we will ensure that the child's voice is heard and listened to. Their voice forms an integral part of each review.

Assessing and reviewing children' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The child's development in comparison to their peers and national data.
- The views and experience of parents.
- The child's own views.
- Advice from external support services, if relevant.

A SEND Support Plan will be created for each child which will be reviewed regularly. Parents and children will be invited to meet with the class teacher three times a year to discuss strategies and progress made. If a child is struggling to make progress and meet the specific targets, outside agencies may be involved to support their progress. If progress continues to be difficult, then it may be appropriate to discuss the need to apply for an Education and Health Care Plan which requests extra funding to support the progress of your child.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Supporting children moving between phases and preparing for adulthood

We will share information with the school, college, or other setting to which the child is moving. We will agree with parents and children which information will be shared as part of this. At the end of each year, students will take part in Transition Days which will allow them to meet their new teacher and visit their new class. For those children who need further support, we offer an Enhanced Transition which could include extra visits/smaller group sizes to the new setting, small group activities with their new teacher or 'walking the route' so that they feel confident moving to and from the new class.

Our approach to teaching children with SEND

All our teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children. This will include a range of strategies such as:

- Adapted Curriculum – to cater for different academic levels or specific interests.
- Use of ICT – to help your child record work or access information, e.g., using an iPad or educational app.
- 1:1 Work – to provide a higher level of support if the class teacher thinks that this would be beneficial.
- Small Group Work – the class teacher may identify a specific learning intention that will be targeted to work on within a small group.
- Visual Aids – this might include a visual timetable or extra resources to support learning or behaviour choices.
- Concrete Apparatus – we try to use a range of practical equipment to support children's learning at all ages.
- Classroom Layout – when appropriate, children will be given a specific place/chair etc to support their learning needs which will be planned as part of the classroom environment.
- Talking Partners – these are used to encourage children to share ideas and work collaboratively.
- Cross Curricular Themes – these include 'Launch Pad Days' to engage children and encourage them to link their learning to real life experiences.

We will also provide a range of targeted interventions. These include:

- Precision Teaching for spelling and times tables
- Reading Comprehension
- Lego Club
- Handwriting
- Spelling

- Language for Thinking / Language for Behaviour and Emotions
- Auditory and/or Visual Memory Skills
- Over-Learning in Maths and Literacy
- Sensory Circuits

When appropriate and after consultation with parents, outside agencies will also be brought in to support us in providing your child with a specific level of support.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children' needs are met:

- Providing all children with an exciting and purposeful curriculum which includes Values Education, food education and a strong emphasis on valuing the individual to ensure that all children are engaged and eager to learn.
- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-learning of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver interventions. Some examples of these are Precision Teaching, Lego Club, Language for Thinking, handwriting and fine/gross motor control activities.

Teaching assistants will support children on a 1:1 basis or in small groups when appropriate.

We work with the following agencies to provide support for children with SEND:

- CASY Counselling
- Behavioural Outreach Support Service
- Working Together Team
- Pupil Reintegration Team
- Team Around the Child
- Early Help Team
- Grief and Loss Team
- Specialist Teaching Team
- Educational Psychologists
- Occupational Health Therapists
- Physiotherapists
- Speech and Language Therapists

- Healthy Minds
- Child and Adolescent Mental Health
- Paediatric Consultants

Expertise and training of staff

Our SENDCO has over twenty-five years teaching experience and has successfully completed the National Professional Qualification for SENDCo Award. She has undertaken training on different areas within Special Educational Needs and continues to do so in line with CPD requirements. The SENDCO has two days a week to manage SEND provision.

All teaching staff have Qualified Teacher Status and take part in whole school SEND based CPD. This is delivered by the SENDCO, peers or outside agencies.

We have a team of Learning Support Assistants, including a member of staff whose focus is on Emotional Learning.

Whole School training has included Trauma Informed Practice, Dyslexia Awareness, Autism Awareness, Role of Executive Function and Behaviour as a Means of Communication.

Securing equipment and facilities

We work closely as a teaching team within the school and with outside agencies to identify equipment and facilities that can provide children with SEND with the best possible outcomes. For example, we use the Specialist Teaching Team assessments to identify key areas in which we can support the child's development academically and socially and we work with the local Sensory Library to access new resources

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND with the support of Provision Map. We ensure that interventions are enabling children to make progress by:

- Reviewing children's individual progress towards their goals each term.
- Reviewing the impact of interventions after a specified period of time.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding informal termly reviews and formal annual reviews for children with statements of SEND or EHC plans.

Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our residential trip in UKS2 and support is put in place to ensure that any particular needs are met, such as medical/dietary/physical or emotional needs. Children with SEND take part in all aspects of school life: for example,

taking roles in school productions, after school clubs, music festivals, team sports, choir, and School Council.

We are very proud of our TastEd curriculum that runs throughout the school and enables all children to access different aspects and awareness of 'food education.' This multi-sensory approach to learning is very successful with children with SEND and promotes positive achievements for all.

All children are encouraged to take part in sports day/school plays/special workshops, etc. We have a very strong 'biking' ethos, with our own cycling track on the school field. All students are supported in accessing this area of the curriculum. Teachers will liaise with parents, where appropriate, to ensure all activities are accessible, either through enhanced support or by alternative resources.

No child is ever excluded from taking part in these activities because of their SEND or disability. For example, extra staffing or specialized equipment will be provided to ensure that every child can access a bike ride or a food activity. We use our very talented LSAs to support children at break and lunch times to make sure that all children are included and can take part in activities. Access to information can be adapted, for example a larger font or different coloured paper.

All students are encouraged to join in through the use of engaging activities that allow for the development and progression of skills. An inclusive ethos, supported by a clear anti—bullying policy drawn up in consultation with children and staff, ensures that children feel confident in accessing all areas of the curriculum.

Our academy is single story but on a split level. There are a number of steps between areas, but there is wheelchair access available, including a portable ramp. Curriculum access is considered at planning stages by teachers and is included in support plans. Please, refer to our Accessibility Policy for further detail.

http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/WashingboroughAcademy/MainFolder/Accessibility_Plan2018docx.pdf

Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- We have a zero-tolerance approach to bullying.
- We place great importance on mental health and children take part in Wellbeing activities throughout the week.
- Children with SEND are encouraged to be part of the school council.
- We run Lego Club, which provides children with support in developing social and communication skills.
- Our LSAs and Midday Supervisors undertake training to provide them with skills to ensure break times and lunch times are happy times.
- We work with outside agencies such as Early Help Team, Pupil

- Reintegration Team, Healthy Minds, CAMHS, Behavioural Outreach Support Service and CASY Counselling to provide children with strategies and support mechanisms to deal with emotional and social development.

Working with other agencies

We work closely with a range of outside agencies in order to provide our children with the highest level of targeted support. Please see above for examples of agencies that we work with. This can include meetings, training, observations, and assessments.

Complaints about SEND provision

Concerns or complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. The parents of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of children with SEND

Lincolnshire's Local Offer brings together information for children and young people with special educational needs and disabilities and their families. (See 5.18)
https://www.lincolnshire.gov.uk/send-local-offer

Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) is a free, confidential, and impartial Special Educational Needs and Disability Information and Advice Service for Lincolnshire.

https://www.lincolnshire.gov.uk/liaise

Contact details for raising concerns

If you have any concerns, as first point of contact, please speak to your child's class teacher who will be happy to discuss any issues with you so that we can work together to support your child.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCO annually. It will also be updated if any changes to the information are made during the year.

The governing board will approve it.