



Windsor Academy Trust

Policy: Special Educational Needs Policy

Policy: Special Educational Needs Policy	
Responsible Committee:	Performance and Standards Committee
Date approved by the Board of Directors:	13th February 2025
Implementation date:	February 2025
Next review date:	February 2026

Contents	Page
1. Aims and Objectives	2
2. Vision and Values	2
3. Legislation and Guidance	3
3. Inclusion and Equal Opportunities	3
4. Definitions	4
5. Roles and Responsibilities	5
6. SEN Information Report	5
7. Our Approach to SEND	9
8. Attendance	9
9. Safeguarding	12
10. Expertise and Training	12
11. Links with External Agencies	13
12. Admission and Accessibility Arrangements	13
13. Complaints about SEND Provision	13
14. Monitoring and Evaluation	14
15. Links with other policies	15

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- o Support and make provision for pupils with special educational needs and disabilities
- o Provide pupils with SEND access to all aspects of school life
- o Help pupils with SEND fulfil their aspirations and achieve their best
- o Help pupils with SEND become confident individuals living fulfilling lives
- o Help pupils with SEND make a successful transition into the next phase of learning or adulthood
- o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

2. Vision and values

At Windsor Academy Trust, our motto is 'Useful for All, Essential for Some'. We are committed to creating an inclusive, supportive, and empowering environment where all pupils, regardless of their individual needs, are encouraged to reach their full potential. Our SEND provision aims to foster self-confidence, independence, and a love of learning, ensuring that every child feels valued and included within our academy's community.

Our vision is underpinned by our six core criteria:



- **Specialist** – Utilising expert knowledge from both inside and outside the organisation to best support our pupils.
- **Inclusivity for All** – Our decision-making should strive to ensure that all children feel they belong and that barriers are removed.
- **Whole System Approach** – Our systems and approaches enable all stakeholders to collaborate to ensure the best outcomes for our pupils. Additionally, this includes striving to align with wider sector thinking, providing support and challenge where necessary.

- **Transition** – We ensure that, as pupils transition, they are as prepared as possible for this process. This includes Wave Transition, where many children transition en masse, for example, from Year 6 to Year 7, as well as individual transitions to support a pupil with a unique change they are experiencing.
- **Compliance** – Ensuring that we act within the legal frameworks referred to in this document and comply with our internal processes and procedures.
- **Responsiveness** – In an ever-changing world, we must ensure that we are mindful of changes and respond accordingly, preparing for these changes as necessary.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it
- The academy trust governance guide which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

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

4. Inclusion and equal opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making ordinarily available provision and reasonable adjustments to teaching (For example our work on the engagement strategies), the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that 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 most 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.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in Windsor Academy Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that are across more than 1 area, and their needs may change over time.

We adopt a Teaching Plus approach (typically known as interventions) that will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need

Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who have autism often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning

	difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> <p>Some pupils will experience anxiety as a short term response and this may be determined differently to and SEND need.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 The SENCO

The SENCO of each school in the Academy school will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher/ Head of School, Windsor Academy Trust SEND Lead to ensure there is a clear strategic development for SEND policy and implementation in the academy.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the Headteacher/ Head of School, Windsor Academy Trusts Strategic Lead for SEND and the link SEND board member to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher/Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher/Head of School, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher/Head of School and teaching staff, identify any patterns in the academies identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Board of Trustees

The board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the academies alongside pupils who don't have SEND
- Inform parents/carers when their child's academy is making special educational provision for the child
- Make sure that arrangements are in place in our academies to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils especially those from year 8 until year 13 are provided with independent careers advice

6.3 The SEND Trustee

The trust's SEND trustee is [Mick Donovan](#)

The SEND trustee will:

- Help to raise awareness of SEND issues at board meetings
- Monitor the quality and effectiveness of SEND provision within each academy and update the board on this
- Work with the Windsor Academy Trust SEND Lead to determine the strategic development of the SEND policy and provision in each academy

6.4 The Headteacher/ Head of School

The Headteacher/ Head of School will:

Work with the SENCO and SEND Board Member to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and Board Member to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the academies, and their progress
- Have responsibility for monitoring the academies notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and 'teaching plus', and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

- Parents or carers should inform the academy if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child
 - Asked to provide information about the impact of SEN support outside the academy and any changes in the pupil's needs
 - Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the pupil
 - Given an annual report on the pupil's progress
- The academy will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - Explaining what their strengths and difficulties are
 - Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6.8 Additional adults such as Teaching Assistants

Teaching Assistants support teachers in their role to deliver the plan and meet the needs of individual pupils or groups of pupils. Their role can be diverse in order to meet the specific plans for the pupil. This plan will be created in collaboration with the class teacher and SENDCo.

7. SEN information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

When a pupil first joins Windsor Academy Trust, our academies use information from a range of sources to help identify SEND and other needs.

These include

- information from parents/carers and the pupil
- information from previous settings attended
- attainment data such as end of Key Stage assessments; baseline testing; literacy and numeracy tests
- discussion with current teachers; specialist colleagues and external agencies.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded high-quality teaching. If progress does not improve the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the academy, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the academy will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the academy, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

Our academies will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The academy may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions (known as Teaching Plus) and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a Pupil Plan known as an IEP (Individual Education Plan).

Parents/carers will be fully aware of the planned support and teaching plus offer, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the academy through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the academy's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers
- completing SEND Learning Tours through Windsor Academy Trust

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from academy due is set out in our attendance policy. We will aim to understand and make reasonable mitigations to support SEND pupils in order for all pupils to attend school.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteachers and the SENCOs will continuously monitor to identify any staff in their academy who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

Windsor Academy Trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

Our school admissions arrangements are held in our admissions policy

Pupils with EHCP that name the academy will be admitted before other places are allocated. Our admissions policy will work in alignment with key legislation and we do not discriminate against pupils with a special need or disability

13.2 Accessibility arrangements

We have taken a range of proactive steps to ensure that disabled pupils are not treated less favourably than their peers. This includes the implementation of reasonable adjustments, tailored support, and staff training to promote an inclusive environment where all pupils are respected and valued.

Our academies provide a variety of facilities to help disabled pupils access the curriculum and the wider academy environment. These include physical adaptations to the building, such as ramps and accessible toilets, as well as the provision of auxiliary aids and services such as assistive technology, specialist equipment, and additional support staff. Our accessibility plans include detail on the actions taken in each academy. These plans are available on request and will be regularly reviewed to ensure continued progress in enhancing accessibility for all pupils.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at an academy in Windsor Academy Trust, they should first raise their concerns informally with the Class Teacher and SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be handled in line with the trust complaints policy. Please contact us [here](#).

If the parent or carer is not satisfied with the academy's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We operate a number of assurance activities that support executive leaders and the trust board to evaluate the effectiveness of our pupils with SEND.

All Windsor Academy Trust academies complete:

- a SEND data dashboard termly
- a SEND self evaluation form annually
- participate in a SEND peer learning tour.

The results from these are shared with their SLT, Windsor academy Trust SEND Strategic Lead and the SEND Board Member. A summary of SEND progress is also shared at Performance and Standards committees.

Alongside this the academies have robust approaches to quality assurance and evaluation as part of their internal processes. At Goldsmith Primary Academy, we regularly monitor the progress of all our pupils, and children and young people with SEND are no exception. We set targets for improvement for all pupils and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for pupils with SEND that:

- Parents work with us and support the additional work that we are doing;
- We have the same high expectations for pupils with SEND as we do for all;
- We regularly monitor and review our provision; and
- Report at least yearly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the OFSTED Inspection process.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the Performance and Standards Committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy