



SEND Policy

Reviewed: November 2025 Next Review: November 2026
Responsibility: Full Board of Trustees

Every teacher is a teacher of every child, including those with Special Educational Needs and/or disability.

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The SENDCo at Scartho Junior Academy is: Miss N Fawn

Designated Teacher for Looked After Children is: Mr J Graves

The SEN Trustee is: Mrs S Smith

This policy outlines the framework for Scartho Junior Academy to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Scartho Junior Academy therefore intends to work with North East Lincolnshire Council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

1. Legal Framework and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and will have due regard to legislation, including, but not limited to:

- [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](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) 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 Trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

2. Definitions

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

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Areas of Special Educational Need

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

Provisions and interventions 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	<p>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 do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <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 or disorders. 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>

AREA OF NEED	
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>

4. Admissions

4.1. Scartho Junior Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- 4.1.1. Consulting with families where a child that has named the school in their EHC plan.
- 4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 4.1.3. Considering applications from parents of children who have SEN but do not have an EHC plan.
- 4.1.4. Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- 4.1.5. Not refusing admission for a child on the grounds that they do not have an EHC plan.

5. Roles and Responsibilities

5.1. **The Board of Trustees has a responsibility to:**

- 5.1.1. Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- 5.1.2. Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- 5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- 5.1.4. Designate an appropriate member of staff (the SEND co-ordinator or SENDCO) as having responsibility for co-ordinating provision for pupils with SEND.
- 5.1.5. Appoint a designated teacher for 'looked after' children where appropriate.

- 5.1.6. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 5.1.7. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- 5.1.8. Publish regular information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- 5.1.9. Publish regular information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- 5.1.10. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every three years.
- 5.1.11. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- 5.1.12. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

5.2. The SEND Trustee has a responsibility to:

- 5.2.1. Help to raise awareness of SEND at Trustee Board meetings.
- 5.2.2. Monitor the quality and effectiveness of SEND provision within the school and update the Trustee Board of this.
- 5.2.3. Work with the Principal and SENDCO to determine the strategic development of SEND policy and provision in the school.

5.3. The Principal has a responsibility to:

- 5.3.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.3.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.3.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.3.4. Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- 5.3.5. Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.3.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.3.7. Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

5.4. The SEND Coordinator (SENDCO) must:

- 5.4.1. Be a qualified teacher.
- 5.4.2. Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- 5.4.3. Collaborate with the Board of Trustees and Principal, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- 5.4.4. Work with the Board of Trustees and the Principal to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.4.5. Undertake day-to-day responsibility for the operation of SEND policy.
- 5.4.6. Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- 5.4.7. Liaise with the relevant designated teacher where a looked after pupil has SEND.
- 5.4.8. Advise on a graduated approach to providing SEND support.
- 5.4.9. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.4.10. Liaise with the parents of pupils with SEND.
- 5.4.11. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.4.12. Be a key point of contact with external agencies, especially the LA and LA support services.
- 5.4.13. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.4.14. Work with key partners to draw up a 'pupil information page' of the child or young person with SEND.
- 5.4.15. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- 5.4.16. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.4.17. Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- 5.4.18. Ensure that the school keeps the records of all pupils with SEND up-to-date.
- 5.4.19. Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.

5.5. Class / subject teachers must:

- 5.5.1. Be the first point of contact for parents, to discuss the day to day support for their child with SEND.

- 5.5.2. Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- 5.5.3. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.5.4. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.5.5. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

6. Involving Pupils and Parents in Decision Making

- 6.1. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:
 - 6.1.1. Focus on the child or young person as an individual, not their SEND label.
 - 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
 - 6.1.3. Highlight the child or young person's strengths and capacities.
 - 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - 6.1.5. Tailor support to the needs of the individual.
 - 6.1.6. Organise assessments to minimise demands on families.
 - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

7. Expertise and Training of Staff

- 7.1.1. Training will regularly be provided to teaching and support staff. The Principal and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8. Joint Commissioning, Planning, and Delivery

- 8.1. Scartho Junior Academy will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers by:
 - 8.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention.
 - Early identification / recognition.
 - How pupils and their families will be able to access services.

- How transitions between life stages and settings will be managed, including from early years to infant school, infant school to juniors, juniors to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

8.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

8.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

9. Funding

- 9.1. Scartho Junior Academy will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.
- 9.2. Personal budgets are allocated from the local authority's high needs funding block and Scartho Junior Academy will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

10. Local Offer

- 10.1. Scartho Junior Academy will cooperate generally with the Local Authority and local partners in the development and review of the local offer, which can be found here:

<https://sendlocaloffer.nelincs.gov.uk/>

11. Identification

11.1. To identify pupils with SEND, Scartho Junior Academy will:

11.1.1. Assess each pupil's current skills and levels of attainment on entry.

11.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Supports the child to make progress that is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

11.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

11.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

12. Graduated Approach

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

12.1.1. Establishing a clear **assessment** of the pupil's needs.

12.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

12.1.3. **Implementing** the interventions, with support of the SENDCO.

12.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

12.1.5. **Liaising** with external agencies where strategies within school are not having the desired effect.

13. School Support

13.1. The interventions can be implemented through School Support where a pupil:

13.1.1. Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.

13.1.2. Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.

- 13.1.3. Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school, or the universal wellbeing approach in place.
- 13.1.4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- 13.1.5. Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

14. School Support (alongside Outside Agencies)

- 14.1. When intervention at School Support has not been successful, then the SENDCO will increase the use of Outside Agencies. The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:
 - 14.1.1. Continues to make little or no progress in specific areas over a long period.
 - 14.1.2. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
 - 14.1.3. Continues to have difficulty in developing literacy and mathematical skills.
 - 14.1.4. Has emotional or regulation difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme.
 - 14.1.5. Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
 - 14.1.6. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

15. Statutory Assessment

- 15.1. Scartho Junior Academy will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 15.2. 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.
- 15.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the Local Authority, regarding how the pupil's outcomes can be met through the schools existing provision.

16. Education, Health and Care (EHC) plans

- 16.1. Scartho Junior Academy will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- 16.2. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 16.3. The school will request a re-assessment of an EHC plan, within at least 6 months following an initial assessment, if a pupil's needs significantly change.

17. Reviewing an EHC plan

17.1. Scartho Junior Academy will:

- 17.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the Local Authority if requested.
- 17.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 17.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- 17.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 17.1.5. Cooperate with the Local Authority during annual reviews.
- 17.1.6. Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- 17.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least two terms before transfer to another phase of education.

18.SEN and Disability Tribunal

- 18.1. Scartho Junior Academy will meet any request to attend an SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

19. Preparing for Adulthood

- 19.1. Scartho Junior Academy will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:
 - 19.1.1. Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
 - 19.1.2. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
 - 19.1.3. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

20. Data and Record Keeping

20.1. Scartho Junior Academy will:

- 20.1.1. Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 20.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- 20.1.3. Keep an additional record of those pupils who needs to be monitored, but are not regarded as SEND.

21. Confidentiality

21.1. Scartho Junior Academy will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 21.1.1. To the SEN and Disability Tribunal when parent appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- 21.1.2. On the order of any court for the purpose of any criminal proceedings.
- 21.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.
- 21.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 21.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.
- 21.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- 21.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

22. Accessibility

- 22.1.1. It is the aim of Scartho Junior Academy to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010). NB: A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

22.1.2. Our Accessibility policy can be viewed here <https://primarysite-prod-sorted.s3.amazonaws.com/scartho-junior-academy/UploadedDocument/8c416239-2c14-4809-baad-cab25a765aab/accessibility-dec-23.pdf> and sets out the reasonable adjustments made to ensure our school is an accessible site to all.

23. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

24. Links with Other Policies and Documents

This policy links to the following documents, which can all be found on our school website: <https://www.scarthojunior.co.uk/statutory-information-policies/>

- SEN Information Report
- Accessibility Policy
- Behaviour Policy
- Equality Statement and objectives
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints policy

25. Review Framework

This policy will be reviewed every year (or sooner in the event of any legislative change or change of personnel).

Signed: Jack Graves

Principal

Signed: Nichola Fawn

SENDCo

Signed: Sarah Smith

Trustee for SEND

Date: 12.11.25