



SEND Policy

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1. Introduction and Legislative Framework

At Eldon Grove Academy, *Potential is our Passion*. We are committed to providing an inclusive learning environment where every pupil is valued, respected and supported to achieve their full potential. We believe that all pupils, regardless of their individual needs or starting points, are entitled to a broad, balanced and ambitious curriculum that enables them to succeed academically, socially and emotionally.

This policy outlines how the academy identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND). It reflects our commitment to removing barriers to learning through high-quality adaptive teaching, evidence-informed practice and effective partnership working with pupils, parents/carers and external agencies.

This policy has been developed in accordance with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (DfE)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)

This policy should be read alongside the school's SEND Information Report, Accessibility Plan and other related safeguarding, curriculum and inclusion policies.

2. Vision, Values and Principles

At Eldon Grove Academy we believe that every pupil has the right to feel included, valued and successful within our school community.

We recognise that pupils with SEND can achieve highly when they receive high-quality teaching, appropriate support and the opportunity to participate fully in all aspects of school life. Our approach is underpinned by inclusive practice, high expectations and a commitment to ensuring that every pupil is able to flourish.

We will:

- maintain high aspirations and expectations for all pupils with SEND;
- ensure pupils have access to a broad, balanced and ambitious curriculum;
- provide high-quality adaptive teaching as the first response to meeting additional needs;
- identify SEND as early as possible and respond promptly through the graduated approach;
- work collaboratively with parents/carers, recognising them as partners in their child's education;
- listen to and value the views of pupils when planning and reviewing provision;
- work closely with external agencies where specialist advice is required;
- promote independence, resilience and confidence;
- ensure pupils with SEND participate fully in the wider life of the school alongside their peers;
- comply with all statutory duties relating to SEND, equality and inclusion.

At Eldon Grove Academy, SEND is everyone's responsibility. Every member of staff contributes to creating an inclusive environment where barriers to learning are identified and reduced.

3. Aims and Objectives

The aims of this policy are to ensure that the academy:

- identifies pupils with SEND at the earliest possible opportunity;
- provides effective support through a graduated approach based upon **Assess – Plan – Do – Review**;
- ensures all teachers are responsible and accountable for the progress and attainment of pupils with SEND within their class;
- provides high-quality adaptive teaching that meets the needs of all learners before additional intervention is considered;
- enables pupils with SEND to achieve the best possible educational, social and emotional outcomes;
- promotes equality of opportunity and eliminates discrimination;
- works in partnership with parents/carers throughout the identification, planning and review process;
- values and promotes pupil voice in decisions that affect them;
- works collaboratively with external professionals where specialist assessment or intervention is required;
- ensures staff receive appropriate training and professional development;
- monitors the effectiveness of SEND provision and uses evidence to continually improve practice;
- prepares pupils effectively for transition both within school and to their next stage of education.

4. Definitions of Special Educational Needs and Disability

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities 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 available for other pupils of the same age.

In accordance with the SEND Code of Practice, pupils' needs may fall within one or more of the following broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The academy recognises that many pupils have needs that overlap more than one area and that pupils' needs may change over time. Identification of SEND is based on a range of evidence and should not be determined solely by a diagnosis or medical condition.

Persistent low attainment alone does not necessarily indicate SEND. Similarly, English as an Additional Language, disability, attendance, disadvantage or behaviour should not automatically be regarded as SEND, although these factors may coexist and require careful assessment.

5. Roles and Responsibilities

The Governing Body

The Governing Body has a statutory responsibility to ensure that the academy meets its duties under the Children and Families Act 2014 and the Equality Act 2010.

The Governing Body will:

- ensure appropriate provision is made for pupils with SEND;
- appoint a Governor with responsibility for SEND;
- monitor the effectiveness of SEND provision;
- ensure sufficient resources are available to meet pupils' identified needs;
- review this policy annually;
- receive regular reports regarding SEND outcomes and provision.

The Head of School

The Head of School has overall responsibility for the strategic leadership of SEND across the academy.

The Head of School will:

- promote an inclusive ethos throughout the school;
- ensure this policy is implemented consistently;
- ensure appropriate staffing and resources are available;
- work closely with the SENDCo and Governing Body to monitor the quality and effectiveness of provision;
- ensure staff receive appropriate training;
- ensure SEND forms part of whole-school improvement planning;
- oversee the effective deployment of funding allocated to support pupils with SEND.

The SENDCo

The SENDCo has day-to-day responsibility for coordinating SEND provision across the academy.

The SENDCo will:

- oversee the operation of this policy;
- coordinate the graduated approach to identifying and supporting pupils with SEND;
- maintain the SEND Register;
- advise and support teachers in meeting pupils' needs;
- monitor the impact of SEND provision;
- liaise with parents/carers and external agencies;

- coordinate statutory assessments and annual reviews for pupils with Education, Health and Care Plans (EHCPs);
- support transition arrangements;
- contribute to staff training and professional development;
- provide regular reports to senior leaders and governors.

Class Teachers

Class teachers are responsible and accountable for the progress and attainment of every pupil in their class, including those with SEND.

They will:

- deliver high-quality adaptive teaching;
- identify pupils who may require additional support;
- implement agreed SEND strategies and provision;
- monitor progress through the Assess–Plan–Do–Review cycle;
- work collaboratively with the SENDCo and support staff;
- maintain regular communication with parents/carers;
- ensure pupils with SEND are fully included in all aspects of school life.

Support Staff

Teaching assistants and other support staff work under the direction of class teachers and the SENDCo to deliver agreed provision. Their role is to complement, not replace, high-quality classroom teaching, and to promote pupils' independence and engagement in learning.

6. Identifying SEND

The early identification of pupils with Special Educational Needs and Disabilities (SEND) is fundamental to ensuring that appropriate support is provided at the earliest opportunity. At Eldon Grove Academy, identification is a collaborative process involving class teachers, the SENDCo, parents/carers, pupils and, where appropriate, external professionals.

All teachers are responsible for identifying pupils who may have SEND. Concerns may arise through:

- ongoing teacher assessment and classroom observations;
- pupil progress meetings;
- analysis of attainment and progress data;
- screening and standardised assessments;
- information provided by parents/carers;
- information from previous educational settings;
- medical or professional reports;
- concerns raised by the pupil or other professionals.

The academy recognises that slow progress or low attainment does not automatically indicate SEND. Similarly, factors such as English as an Additional Language (EAL), disability, attendance, disadvantage or social circumstances should not be regarded as SEND in isolation. Careful assessment will always be undertaken to determine whether special educational provision is required.

Where concerns are identified, class teachers will implement appropriate adaptive teaching strategies and monitor their impact. Where additional provision beyond ordinarily available classroom practice is required, the SENDCo will work with staff and parents/carers to determine whether the pupil should receive SEND Support.

The academy recognises the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Many pupils will have needs that span more than one of these areas.

7. The Graduated Approach (Assess – Plan – Do – Review)

Eldon Grove Academy adopts the graduated approach described within the SEND Code of Practice. This ensures that provision is carefully planned, implemented, reviewed and adapted according to individual need.

Where a pupil requires SEND Support, provision follows the **Assess – Plan – Do – Review (APDR)** cycle.

Assess

Teachers, supported by the SENDCo where appropriate, will gather a range of information to establish a clear understanding of the pupil's strengths and areas of need. Assessment may include:

- teacher assessment;
- observations;
- attainment and progress information;
- pupil views;
- parent/carer views;
- specialist assessments;
- advice from external agencies.

Plan

Following assessment, appropriate outcomes and provision will be agreed collaboratively with parents/carers and, where appropriate, the pupil.

Planning will identify:

- desired outcomes;
- agreed classroom adaptations;
- targeted interventions;
- staff responsibilities;
- review arrangements;
- success criteria.

Do

Class teachers retain responsibility for the learning and progress of pupils with SEND, including where interventions are delivered by teaching assistants or specialist staff.

Support staff work under the direction of the class teacher to deliver agreed provision whilst promoting pupils' independence and participation.

Review

Provision is reviewed regularly to evaluate its effectiveness and determine next steps.

Reviews consider:

- progress towards agreed outcomes;
- pupil engagement;
- attendance;
- wellbeing;
- parental feedback;
- pupil voice;
- recommendations from external professionals where appropriate.

Provision is adapted in response to these reviews to ensure support remains effective and proportionate.

8. Provision for Pupils with SEND

The academy is committed to ensuring that pupils with SEND have access to a broad, balanced and ambitious curriculum alongside their peers.

The primary approach to meeting additional needs is through high-quality adaptive teaching.

Where appropriate, additional provision may include:

- adaptive teaching strategies;
- targeted interventions;
- small group support;
- individual programmes;
- assistive technology;
- reasonable adjustments;
- specialist resources;
- therapeutic advice;
- support from external agencies.

Additional interventions are carefully selected to complement, rather than replace, high-quality classroom teaching.

Provision is monitored to ensure it has a positive impact on pupils' progress, independence and wellbeing. Where interventions are not proving effective, provision will be reviewed and amended.

Where pupils have complex or long-term needs, the academy will work with parents/carers and relevant professionals to consider whether a request for an Education, Health and Care Needs Assessment should be made to the Local Authority.

9. Working in Partnership with Parents and Carers

Eldon Grove Academy recognises that parents and carers know their children best and are essential partners in supporting their education.

The academy is committed to maintaining positive, open and respectful relationships with families throughout every stage of the SEND process.

Parents/carers will be:

- informed as early as possible where concerns are identified;
- involved in assessment and planning;
- invited to contribute to reviews of progress;
- involved in decisions regarding additional provision;
- supported to understand the graduated approach;
- signposted to additional advice and support where appropriate.

Parents of pupils receiving SEND Support will be invited to meet with school at least three times each academic year to review progress and agree next steps.

Parents of pupils with an Education, Health and Care Plan will also participate in annual reviews in accordance with statutory guidance.

The academy values parental feedback and actively seeks opportunities to involve parents/carers in the ongoing development of SEND provision.

10. Pupil Voice and Participation

At Eldon Grove Academy, pupils are encouraged to participate actively in decisions about their education and support.

The academy recognises that listening to pupils improves the quality of provision and promotes independence, confidence and self-advocacy.

Where appropriate, pupils will contribute to:

- identifying strengths and interests;
- discussing any barriers to learning;
- setting personal outcomes and targets;
- reviewing progress;
- evaluating the effectiveness of support;
- planning for transition.

Pupil views will be gathered in ways appropriate to their age, stage of development and communication needs.

11. Education, Health and Care Plans (EHCPs)

Where a pupil has complex and long-term needs that cannot reasonably be met through SEND Support alone, the academy may work with parents/carers and external professionals to request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

Where an Education, Health and Care Plan (EHCP) is issued, the academy will:

- implement the provision specified within the EHCP;
- ensure staff understand their responsibilities;
- monitor progress towards agreed outcomes;
- review provision regularly;
- hold Annual Review meetings in accordance with statutory requirements;
- work collaboratively with parents/carers, pupils and professionals to ensure provision remains appropriate.

The academy recognises that an EHCP is intended to improve educational outcomes and promote independence through coordinated education, health and social care support.

12. Supporting Pupils with Medical Conditions

The academy recognises that some pupils with medical conditions may also have Special Educational Needs and Disabilities.

Pupils with medical conditions will be supported to ensure they have full access to education, including educational visits, residential experiences, physical education and wider school activities, wherever it is safe and appropriate to do so.

Where required, Individual Healthcare Plans (IHPs) will be developed in partnership with parents/carers and relevant healthcare professionals. Staff will receive appropriate information and training to enable them to support pupils safely and effectively.

Where a pupil has both SEND and a medical condition, planning will be coordinated to ensure a consistent approach that meets both educational and healthcare needs.

The academy will fulfil its duties under the Equality Act 2010 and will make reasonable adjustments to ensure pupils with disabilities are not placed at a substantial disadvantage.

Further information is available in the academy's **Medical Conditions Policy**, **First Aid Policy** and **Supporting Pupils with Medical Conditions Procedures**.

These arrangements reflect the academy's commitment to ensuring that all pupils, regardless of need, are able to participate fully in school life and achieve the best possible outcomes.

13. Transition Arrangements

Eldon Grove Academy recognises that effective transition is essential in supporting the academic, social and emotional wellbeing of pupils with Special Educational Needs and Disabilities.

Transition arrangements are carefully planned and personalised to meet the needs of individual pupils. The academy works collaboratively with parents/carers, pupils, previous educational settings, receiving schools and external professionals to ensure that transitions are as smooth and successful as possible.

Transition support may include:

- enhanced transition visits;
- additional opportunities to meet key staff;
- sharing of pupil information with receiving teachers and schools;
- transition booklets, photographs or visual supports;
- meetings involving parents/carers and external professionals;
- phased transition arrangements where appropriate.

For pupils with Education, Health and Care Plans (EHCPs), transition planning will begin at the earliest appropriate opportunity and Annual Reviews will consider preparation for the next stage of education in accordance with statutory guidance.

The academy is committed to ensuring that pupils feel confident, prepared and supported throughout periods of change.

14. The Local Offer

The Local Authority is required to publish information about education, health and care services available for children and young people with Special Educational Needs and Disabilities.

Eldon Grove Academy contributes to the Hartlepool Local Offer by publishing a SEND Information Report on the school website, detailing:

- the types of SEND supported by the academy;
- arrangements for identifying and assessing pupils;
- the graduated approach to SEND Support;
- provision available within school;
- support from external agencies;
- arrangements for involving parents/carers and pupils;
- accessibility arrangements;
- transition support.

Parents and carers can access further information through the Hartlepool Local Offer and are encouraged to contact the SENDCo should they require advice regarding available services.

15. Staff Development and Training

The academy recognises that high-quality professional development is essential to ensuring that pupils with SEND receive effective support.

All staff receive appropriate induction and ongoing professional development to develop their knowledge, understanding and confidence in meeting the needs of pupils with SEND.

Training may include:

- adaptive teaching strategies;
- autism education;
- speech, language and communication needs;
- dyslexia and specific learning difficulties;
- social, emotional and mental health needs;
- sensory and physical needs;
- supporting pupils with medical conditions;
- behaviour and inclusion;
- safeguarding pupils with SEND.

The SENDCo identifies training needs through monitoring, staff feedback, school improvement priorities and developments in national guidance.

Where appropriate, specialist professionals provide advice, modelling and training to support staff in meeting individual pupils' needs.

16. Monitoring, Evaluation and Accountability

The academy is committed to ensuring that SEND provision is effective, evidence-informed and continually improving.

The impact of SEND provision is monitored through:

- pupil progress and attainment;
- attendance and punctuality;
- behaviour and wellbeing;
- provision reviews;
- intervention evaluations;
- lesson visits and learning walks;
- work scrutiny;
- pupil voice;
- parent/carer feedback;
- SEND Register reviews;
- Annual Reviews for pupils with EHCPs.

The SENDCo reports regularly to the Head of School and Governing Body regarding:

- the effectiveness of SEND provision;
- progress and outcomes for pupils with SEND;
- deployment of resources;
- priorities for improvement.

The Governing Body, through the Link Governor for SEND, monitors the effectiveness of the academy's arrangements and ensures statutory duties are fulfilled.

The effectiveness of this policy is reviewed annually as part of the academy's cycle of policy review.

17. Accessibility, Equality and Inclusion

Eldon Grove Academy is committed to providing an inclusive environment in which every pupil can participate fully in school life.

The academy fulfils its duties under the Equality Act 2010 by:

- eliminating discrimination;
- advancing equality of opportunity;
- fostering good relations between different groups.

Reasonable adjustments will be made wherever necessary to ensure pupils with disabilities are not placed at a substantial disadvantage.

The academy's Accessibility Plan sets out how it will:

- improve access to the curriculum;
- improve the physical environment;
- improve access to written information.

The academy is committed to ensuring that pupils with SEND have equal opportunities to participate in educational visits, clubs, enrichment activities, residential experiences and leadership opportunities alongside their peers.

18. Complaints

The academy aims to resolve any concerns regarding SEND provision promptly and collaboratively.

Parents and carers are encouraged to raise concerns in the first instance with their child's class teacher or the SENDCo.

Where concerns remain unresolved, parents/carers may contact the Head of School.

If a satisfactory resolution cannot be reached, concerns may be addressed through the academy's Complaints Policy.

Parents/carers may also seek impartial advice from Hartlepool SEND Information, Advice and Support Service (SENDIASS).

The academy values feedback and uses it to continually improve the quality of provision for pupils with SEND.

19. Related Policies

This policy should be read alongside the following academy policies and documents:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Admissions Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Medical Conditions Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Procedures
- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Complaints Policy
- Data Protection Policy

20. Policy Review

This policy will be reviewed annually by the Governing Body, or sooner if required due to changes in legislation, statutory guidance or academy practice.

The review will consider:

- changes to legislation and national guidance;
- outcomes for pupils with SEND;
- feedback from pupils, parents/carers and staff;
- recommendations from the Governing Body;
- developments in evidence-informed practice.

The SENDCo is responsible for leading the review of this policy in consultation with the Head of School, staff, governors, pupils and parents/carers where appropriate.