



# **Horbury Bridge C of E J and I Academy**

**SEND**

**Policy**

**2025-2026**

(Review date : September 2026)

## **1. Introduction.**

At Horbury Bridge Academy, we strive to provide an education for every child so that they can become successful individuals regardless of their level of need.

We are committed to an inclusive ethos where all pupils are recognised, respected and valued.

We provide a broad curriculum that is appropriate to the needs and abilities of all our children, where quality first teaching is at the heart of learning.

Children are taught at a level and pace that is appropriate to their abilities. This may mean that additional support is given, whether it be through intervention programmes, working with outside agencies and having regular conversations with families of children with SEND so that they can access the best teaching and pathway to learning that we can give them.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Accessibility Plan
- The school's SEND information report on the school website
- The LA Guidance – 'Children & Young People with AEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Senior Leadership Team (SENCo, Head Teacher, Assistant headteacher) and The Governing Body.

## **2. Contacts**

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### **3. Long Term Aim Of This Policy**

Objectives :

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children with SEND, and how important their own involvement is.
5. To provide an appropriately qualified SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To provide a safe, secure and inclusive environment that ensures the needs of all pupils are met.
8. To nurture a positive self-image and self-esteem in all our children.
9. To ensure that all our children have access to a broad and balanced curriculum.
10. To ensure that a child's needs are identified as early as possible in their school career.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **4. Identification of SEND.**

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.

**It is expected that every teacher in school:**

- Provides Quality First Teaching for all the children in their class to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.
- Is accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers.

- Works with the SENCO to identify and then monitor the effectiveness of interventions and the progress made by pupils with SEND.

**It is expected that every Educational Support Assistant in school:**

- supports pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies.
- develops the independence of the pupils with whom they work.
- provides feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review.

At Horbury Bridge pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

**5. A Graduated, Whole School Approach to SEND Support.**

Class and subject teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their classes and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

The school uses a range of strategies (peer observations; observations by SLT (Senior Leadership Team); work scrutiny involving staff members and learning walks to regularly evaluate the quality of learning in lessons, and provides ongoing and high quality CPD to improve teacher's skills and effectiveness. Pupil progress meetings take place on a half termly basis with the SLT and class teacher. Concerns and needs will be brought to the attention of the SENCO so appropriate actions can be taken.

The identification of SEND is built into our overall approach to monitoring the progress and attainment of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- Is significantly slower than that of their peers.
- 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.

The first response to inadequate progress is high quality first teaching targeted at the children's gaps in learning. Most children will have their needs met by quality first teaching.

Where there continues to be lack of progress, the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEND Support, deciding on an area of need.

The Code specifies four broad areas of need:

- Communication and interaction (including Autistic Spectrum Disorder)
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change overtime. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

The SEN Code of Practice advocates a graduated response to meeting pupil's needs based on an Assess, Plan, Do, Review model. The teacher, SENCO and parents will meet and plan next steps for their child. It should be noted that at the 'Assess' stage, external agencies can be involved as well. Next steps could take the form of:

\*Targeted support in class to "catch up" with his/her peers. This will usually involve additional scaffolding in class and/or withdrawal individually or in groups on an as and when basis. Small additional changes may involve the child being positioned at the front of class, having a fiddle toy or having more regular check in's by an adult. Paperwork will be in the form of a one page learner profile.

In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes.

\* If at the review stage the child's needs are considered to be more significant and it is felt that more sustained support is necessary, then a Supporting me to learn plan will replace the learner profile. This will involve small group work interventions but also 1-1 support. The longer term outcome will be cut up into smaller targets so they are achievable over the cycle.

\*If at the review stage, it is felt that external professionals need to be involved (e.g.educational psychologists, speech and language therapists) is needed then a my support plan will be required alongside a supporting me to learn plan. Support will be

informed by the advice from the specialists. Interventions will be in the form of group work and 1-1 support.

\*An Education Health and Care Plan (EHCP) is put in place where concerns remain despite sustained intervention. The EHCP will set out in detail the child's strengths and needs and detail the provision for that child in the areas of education, health and social care. (More detail of this is noted in the next section)

Every child/young person on SEN Support has a different profile of needs. We adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place. At every stage of the above graduated approach, the school will ensure delivery of the provision detailed and consult regularly with pupils and parents of the appropriateness of that provision.

Children who make accelerated progress may no longer require SEND support and be removed from the SEND register. Their progress will continue to be monitored.

## **6. Interventions**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. This includes ensuring that appropriate access arrangements are made to enable children to undertake statutory assessments at KS1 and KS2. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and professionals from other external agencies for advice as needed.

### **Additional support for learning available to pupils with SEND**

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. This is not a comprehensive list as interventions change in line with the needs of the children.

Interventions available include:

- Speech and language
- Social and communication group
- Reading intervention
- Precision teaching
- IT skills intervention

- Withdrawal for 1-1 Support
- Pastoral Care
- Occupational Therapy Personalized Programmes
- Physiotherapy Personalized Programmes

Some interventions are delivered by trained Educational Support Assistants (ESAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers (T). Interventions can be in groups within the class, withdrawal groups or on a 1-1 level.

Some children on the SEND Register may have more significant needs, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

## **7. Criteria for Exiting the SEND Register**

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer and class teacher at the end of each monitoring cycle.

Some children will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

## **8. Supporting Pupils and Families**

We work in partnership with our parents and to ensure that they are fully informed about all matters relating to their child's SEND. Notes and parents views highlighted in SEND meetings are added to the child's individual profile. We guide parents towards the LA Local Offer for information about wider services.

Our admissions arrangements are managed by Wakefield LEA. Pupils with SEND are allocated places in two separate and distinct ways:

- Those children with statements or EHCPs have a separate admission procedure overseen by SENART Wakefield.
- Those children who have SEND but do not have a statement of EHCP are admitted via the normal school admissions criteria.

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

A child's class teacher works closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher. This includes beginning of year welcome meetings, two parent's evenings, mid-term and end of year reports. However we remain to have an open door policy and parents are encouraged to meet class teacher, SENCOs and SLT regarding any concerns.

## **9. Our links with other Agencies and Organisations.**

External support services play an important part in helping us to identify, assess and make provision for pupils with special education needs. The SENCO works closely with the Educational Psychologist assigned to the school and meets with them termly.

Other agencies and outreach services that the school works with include:

- Speech and language therapy services
- Occupational therapy service
- Physiotherapy service
- Special Educational Needs Support Service (WISENDSS) including: Social and Emotional Mental Health Difficulties-SEMH Team, Social Communication & Interaction-CIAT (Communication, Interaction and Access Team) and Sensory Impairment-CSIT (Children's Sensory Impairment Team)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Care services
  - Family Support Workers
  - School Nurse
  - Health Visitors

- Team Around the Schools
- Future in Mind

## **10. Transition Arrangements**

- Our transition arrangements. We have links with other mainstream schools and begin advanced planning for pupils in Year 5 as this is essential to allow a smooth transition to secondary school.
- The SENCO and Pastoral mentors will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. When children move from class to class, teachers (current and for the next academic year), meet to discuss the needs of the pupils.

## **11. Supporting Pupils at School with Medical Conditions.**

At Horbury Bridge Academy we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

## **12. Monitoring and Evaluation of SEND.**

The SLT have a monitoring cycle that includes SEND. The SENCO is part of the SLT and meets termly to monitor and evaluate systems and individual children. Governors also monitor SEND and complete monitoring reports.

## **13. Resources.**

### Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school business manager to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6000.00 for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top up funding from the LA to meet the needs of individual children and young people with EHC plans

The amount of money in the schools’ block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil’s SEND support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

Regular meetings are in place for all teachers with the SENCO to explain and update the systems and structures that are in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this.

The school reviews annually the training needs for all staff within the Performance Management process.

The school’s SENCO regularly attends Inclusion Norths network meetings and local school cluster meetings in order to keep up to date with local and national issues in SEND.

**14. Roles and Responsibilities.**

## **The Special Educational Needs Coordinator**

The SENCOs key responsibilities include:

- Working in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND.
- Overseeing the day to day operation of the school's SEND Policy.
- Working in partnership with parents/carers of pupils with SEND to develop and review effective support for their child.
- Working with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND.
- Working with the school business manager on the development of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented.
- Liaising with other schools to ensure that pupils make smooth transitions between school placements.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements.
- Promoting the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities.
- Ensuring that the records of pupils with SEND are maintained and kept up to date.
- Supporting and advising teachers about differentiated teaching methods appropriate for individual pupils and special educational needs.
- Coordinating the effective deployment of educational support assistants, providing support and training as needed.
- Contributing to the in-service professional development of staff in relation to SEND

## **Additional roles and responsibilities**

- The SEND Governor is Mr David Fraser.
- The school employs 5 support staff and an HLTA. They carry out a range of roles across the school and are line managed by Richard Tuddenham (Headteacher). They work closely with the class/subject teachers who oversee their work and plan with them.
- The designated safeguarding leads are Richard Tuddenham (Headteacher), Rebecca Riley (Assistant Headteacher), Sarah Clarke (EYFS lead and Assistant Headteacher) and Cath Thompson (SENDCO).

- The staff responsible for managing the schools responsibility for meeting the medical needs of pupils/students is Richard Tuddenham (Headteacher)

### **15. The Role of the Governing Body.**

- To ensure that the necessary provision is made for any pupil who has special educational needs.
- To ratify the SEND policy annually and oversee annually on the allocation of available resources and the success of the policy in meeting.
- To appoint a member of the governing body to have special responsibility for SEND within the school who will meet with the SENCO and conduct visits to the school when appropriate.

### **16. Storing and Managing Information**

All documents relating to children and young people on the SEN Register are stored on the school's server. This information includes:

- SEN register
- Individual children's records

These documents are kept until it is deemed necessary for them to be removed. During transitions to different key stages, this information is shared with the relevant members of staff.

### **17. Reviewing the Policy.**

We will review this Policy within our school on a yearly basis. It will therefore be reviewed in September 2026. However, we may feel it is appropriate to review this policy earlier if there are any legislation changes.

### **18. Accessibility-Statutory Responsibilities.**

We have an Accessibility Plan which addresses the improvements of access to:

- The curriculum
- The physical environment.
- The provision of information.

This plan is reviewed annually, barriers are identified and plans are put in place to remove them. Please refer to the Plan for more information.

