Rook's Nest Academy Special Educational Needs Policy 2026-27

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THE LAW/COMPLIANCE

This policy complies with the statutory requirements laid out in and with reference to the following documents:

- SEND Code of Practice 0 – 25 (January 2015)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils with Medical Conditions April 2014
- Academy Safeguarding Policy
- Teachers Standards 2012
- Accessibility – See Health and Safety Policy/ accessibility plan
- This policy has been created by the SENCO with input from the SEND Governor, and Head teacher.

INTRODUCTION

This Policy was reviewed in August 2026 in line with the Special Education Needs and Disability Code of Practice (January 2015) and the Wakefield Local Offer.

- The Academy seeks to provide a broad and balanced curriculum for all children. The National Curriculum, revised 2016, is our starting point for planning that meets the specific needs of individuals and groups of children.
- We recognise that some children have needs and require additional support to access the curriculum above and beyond first quality teaching. These children are usually recognised as having Special Educational Needs.
- The Academy is aware that some children, including Special Educational Needs children, may have varying needs within their time at the Academy and that these can change at any time during their education. This policy aims to ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special education provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on its identified needs. (See Inclusion Policy).

AIMS AND OBJECTIVES

The aims and objectives of this policy are as below:

- To successfully implement the principles, procedures and practices recommended in the SEND Code of Practice
- To identify and provide for pupils who have special educational needs and additional needs
- To provide support and advice for all staff working with special educational needs pupils
- Support is given to children with special educational needs, so they have full access to the curriculum
- To work in partnership with parents and carers to enable them to play an active role in their child's education

- Each child is given the opportunity to achieve their personal best and become a confident learner
- To remove barriers to learning to ensure equality of opportunity for all children
- We recognise that special education needs are the responsibility of all staff and aim to develop the skills of all pupils.
- To recognise that children with special educational needs are recognised as individuals and give them the opportunity to access a full range of activities within the Academy
- To give our pupils a voice in their education

IDENTIFYING SPECIAL EDUCATION NEEDS

- Teachers endeavour to inform parents as soon as a need is identified so that provision can be put in place to support their child.
- The Class Teacher and SENCO will assess and monitor children's progress in line with the existing Academy practices. They will then work closely with parents to plan an appropriate scheme of action.
- The assessment of children reflects, as far as possible, their participation in the whole school curriculum. Children working below national expectations will be assessed at Wakefield Progression Steps and use of the Autism framework for children with a prime need of ASD, which break down the assessment levels into smaller steps to assess progress more accurately. Further progress can then be monitored through use of the Wakefield Progression steps.
- In the case of a child needing an Education and Health Care Plan (formerly known as a Statement) the Local Authority will have expected the Academy to follow the correct procedures in assessing the child and liaising with appropriate agencies.
- We recognise that behaviour itself is not a special educational need and aim to identify and address the underlying causes.
- We recognise that some children may be identified as needing additional support to access their learning, but they may not have special educational needs. These needs could be due to a range of circumstances e.g.

    - Disability
    - Attendance and Punctuality
    - Health and welfare
    - EAL
    - Being in receipt of Pupil Premium Grant
    - Being a Child in Care (previously LAC)
    - Being a child of Service Personnel

ADMISSIONS POLICY

Rook's Nest Academy follows the admission procedures of Wakefield Council concerning the admission of special educational needs children.

CHILDREN WITH MEDICAL NEEDS

- The Academy is following the statutory guidance issued in September 2014.
- Pupils at the Academy with medical conditions will be properly supported so that they have full access to education, including school trips and physical education.
- The Governors ensure that school leaders consult with health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.

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Children with medical needs will be supported by staff with their treatment and parents should contact the Academy Office if they wish to speak to staff regarding their child's medical condition. The Academy's Medical Policy can be found at www.rooksnestacademy.co.uk

MANAGING PUPILS ON THE SEND REGISTER/ A GRADUATED APPROACH TO SEN

At Rook's Nest Academy, we understand that all children may have needs, not just special educational needs, and therefore our policy takes into account the needs of every child who may have problems accessing the curriculum to ensure that they are able to make progress at their own level and/or rate. We believe that early identification is vital to enable appropriate intervention to be planned and carried out to give the child the best possible opportunity.

Identifying Concerns

- If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used to suit that child.
- If a child is having behavioural problems, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.
- When a teacher is concerned about a child's physical or mental well-being, (s) he will share her concerns with the SENCO/head teacher who have responsibilities for pastoral matters.
- Whatever the nature of the concern, the teacher will contact the parents or carers of the child to discuss the concerns and to ask for their support in resolving the problem.
- The teacher will inform the SENCO of the concerns. They will keep a record of the child in the category, "Identified Concerns".

Making Provision

Provision for children identified with learning difficulties, special educational needs and/or disabilities will be made through a progression of actions to enable their needs to be addressed.

- **Wave 1: Inclusive Quality First Teaching (Universal Provision)**: Our first strategy to address all children's needs is high-quality teaching that is available to all.

Quality First Teaching enables all learners to make good progress alongside their peers and is used throughout classes considering the different needs and learning styles of all pupils. Learners are fully included in all aspects of the curriculum including extra-curricular provision and school visits. Effective positive behaviour management strategies and anti-bullying procedures ensure that learners enjoy their school and feel safe.

If a child continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The

teacher and the SENCO will together look at the evidence of inadequate progress and decide on strategies, which are additional to, or different from those already being provided in the classroom to help the child to make progress.

- **Wave 2: Additional Interventions: (Targeted provision)**: - In addition to Quality First Teaching, some pupils may require additional support and provision to help them make progress to reach their learning targets or to catch up to age related expectations. These early interventions may be over a set time or for certain skills such as literacy or numeracy.
  If children need further support, then this will be discussed with teachers, parents, and the child where appropriate, to make and review decisions about the future actions that may be taken to meet the child's needs.

- **Wave 3: Additional Highly Personalised Interventions (Specialist provision):** - In addition to Quality First Teaching some pupils need personalised targeted intervention for their specific needs, in which case advice and support will have been sought from various outside agencies that have specialised knowledge.
  If the child continues to not make progress, the Academy, through the Head teacher and SENCO, can request the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. The academy will refer to and use the Wakefield Graduated Approach for advice and information. This is a collaborative framework involving education providers, professionals, families, and stakeholders to ensure inclusive, responsive, and effective support

The Graduated Approach aligns with the SEND Code of Practice (2015) and statutory duties under the Children and Families Act (2014). It supports early identification, a graduated approach, and inclusive practice in line with national legislation.

On submitting a request for statutory assessment, the Local Authority SENART Team panel will decide whether the child needs an "Education and Health Care Plan" to meet their needs.

Further detailed information on these steps can be found on the SEND Information report on the Academy web site at http://www.rooksnestAcademy.co.uk/about-us/rooks-nest-Academy-sen-information-report/.

Involvement of Outside Agencies

The Academy works in conjunction with a range of outside agencies to support children with specific educational needs at Wave 2 and 3 of provision. These can include:

- a specialist teacher in the identified area of need including WISENDSS services.
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the medical services, including CAMHS and Future in minds
- Family support, including the Early Help Hub
- the Social Services, especially for Children in Care

Criteria for exiting the SEND Register

Children can exit the SEND Register at any stage this can be:

- where their needs no longer have an impact on their learning
- where they have made sufficient progress to be able to access the curriculum without specific support
- where they have completed a specific intervention successfully

SUPPORTING PUPILS AND FAMILIES

- Parents can read about the Academy's provision for special educational needs children through the SEND Information Section on the Academy's web site at http://www.rooksnestAcademy.co.uk/about-us/rooks-nest-Academy-sen-information-report
- This will also direct them to the Local Offer provided by the Wakefield Local Authority which is:
- **https://wakefield.mylocaloffer.org/Home**
- The Academy's Medical Policy can be found at: **https://www.rooksnestacademy.co.uk/policies/**
- For children with special educational needs who move from Key Stage1 within the Academy to Key Stage 2 there is opportunity for them to familiarise themselves with the environment through a planned transition, and also for teachers and SEND team to communicate to exchange information and put actions in place.
- For children who need transition to High School the High School SEND team will be invited to attend review meetings so that they can receive information about the child and prepare before their arrival in the establishment. For those identified as needing extra transition in some instances the child can make extra transition visits to their high school with support from the SENCO.
- For children sitting Key Stage SAT tests appropriate arrangements will be made for them to access them depending on their needs. This can be through total withdrawal from the test, to applying for extra time, and support to access the tests. The Class Teacher in conjunction will make the decision with the Head teacher and SEND Team.

WESAIL/SENDIASS: Wakefield's Early Support, Advice, Information and Liaison Service provide information and support for parents and carers of disabled children or those with an additional need. It provides advice on issues related to health, education, social care, and budgeting. It also offers targeted short-term support along with workshops and training for parents of children. Wakefield Early Support, Advice, Information and Liaison (WESAIL) service provides a free, confidential and impartial support to children and young people with Special Educational Needs and Disabilities (SEND), and their parents and carers

Contact number is 01924 965588 and website is: **https://www.family-action.org.uk/what-we-do/children-families/wesail//**

You can contact Wakefield WESAIL SENDIASS Monday to Friday, between 9:00am and 5:00pm.

- Phone: 01924 965588
- Email: wesail@family-action.org.uk
- Find us on Facebook
- Address: Family Action WESAIL, Suite 6, Orion Office Express, Benton Office Park, 5 Bennett Avenue, Horbury
  Wakefield
  WF4 5RA

MONITORING AND EVALUATION OF SEND

- The SEND team monitor the movement of children within the SEND system in the Academy.
- The SENCO will provide the Head teacher and Governors with regular summaries about SEND in the Academy.
- The Governors/Trustees will review this policy on an annual basis and update in line with current legislation
- The SENCO and the Head teacher will hold regular meetings to review SEND procedures within the Academy.
- Pupils with additional needs will be discussed regularly as part of Pupil Progress Meetings.

Suspensions/ Exclusions

Children with a Special Educational Needs are not exempt from the exclusion policy especially where safeguarding is concerned, the Academy will ensure where SEND children are concerned that we are adhering to the following:

In line with the “Statutory guidance for those with legal responsibilities in relation to exclusion” (September 2017 and July 2026)

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

ROLES AND RESPONSIBILITIES

THE ACADEMY

- The Trustees/ Governors of the Academy adhere to the SEND Disability Code of Practice (2015) when carrying out their duties toward all pupils with special educational needs.
- The Governors/Trustees have nominated a person to have specific oversight of the Academy arrangements for SEND and disability. This Governor is responsible for forming positive relationship with both the Head teacher and SEND team and ensuring that other Governors are aware of the Academy’s SEND provision and procedures.
- The Academy has a named person designated as SENCO, Mrs S Brooks, who is a qualified teacher and member of the Senior Leadership Team.

- The Trustees/ Governing Body will be informed as to how SEND Funding is allocated and spent.
- The Trustees/Governing Body should understand the processes involved in identifying children with Special Educational Needs and what happens once they have been identified.
- The Governors/Trustees should ensure that information is published on the Academy web site about the implementation of their policy for pupils with SEN. This policy should be updated annually or as and when there are changes to legislation, which affect the existing policy.
- The Trustees/Governing Body does it is best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult with the Local Authority, External Agencies and other schools where appropriate.
- The Academy staff will ensure that parents are notified of any decision by the school that SEND provision is to be made available for their child.
- The Trustees/Governors/Staff will ensure that arrangements are in place to support pupils in the academy with medical conditions.

LEADERSHIP TEAM

- Should take overall responsibility for implementing the SEND reforms
- Ensure that the SENCO can influence strategic decisions about SEND
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on Academy support, My Support Plan or EHC Plans and any newly identified pupils with SEND
- Develop a relationship with transition providers and explore how the Academy will support pupils with SEND at key transition points Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on Academy support, My Support Plan or EHC Plans and any newly identified pupils with SEND

SENCO

- The SENCO has an important role to play with the Head teacher and Governing body, in determining the strategic development of SEND policy and provision in the school
- The SENCO has day-to-day responsibility for the operation of SEND Policy and oversees the co-ordination of specific provision made to support individual pupils with SEND by the Associate SENCO.
- The SENCO provides professional guidance to colleagues
- The SENCO, Head Teacher and Governing Body should establish a clear picture of the resources that are available to the Academy
- The Academy should ensure the SENCO has sufficient time and resources to carry out their functions

TEACHING STAFF

Every teacher is responsible and accountable for all pupils in their class wherever, or with whoever, the pupils are working.

This can be achieved by:

- Setting high expectations which inspire, motivate and challenge pupils
- Promoting good progress and outcomes by pupils
- Demonstrating good subject and curriculum knowledge
- Planning and teaching well-structured lessons
- Adapting teaching to respond to the strengths and needs of all pupils
- Making accurate and productive use of assessment
- Managing behaviour effectively to ensure a good and safe learning environment
- Fulfilling wider professional responsibilities
    - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
    - Deploy support staff effectively

PARENTS/CARERS

- Parents and Carers will be informed by the Academy if it feels that their child needs special educational needs support.
- Parents and Carers will be invited to contribute towards reviews of their child's progress both internally and with external agencies where appropriate.
- Parents and Carers are responsible for ensuring that the Academy is kept informed of any changes regarding their child.
- Parents and Carers are responsible for providing the Academy with the appropriate, and in date medication for their child.
- The parents will work with the Academy and /or appropriate external agencies to provide up to date plans for the treatment and education of their child, dependent on their needs.
- Parents and Carers will ensure that their child has a good attendance record and is punctual.

PUPILS

- In our Academy, we encourage children to take responsibility and make decisions about their well- being and learning. This relates to children of all ages, from Pre-school and Foundation stage where they learn to develop social and educational skills, to Year 6 when they are preparing for puberty, maturity, and transition to high school.
- Children are involved at an appropriate level in setting targets for their progress and meetings to review this progress.
- Children's successes are acknowledged in all areas through positive praise and reward.

Policy adopted September 2026

To be reviewed: September 2027 (or in line with current legislation)