SEND Policy 2025-26

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Introduction

At Friarage Community Academy, we believe every pupil with a special educational need or disability has the right to achieve their full potential. We are committed to supporting the wellbeing of all pupils so that they can be healthy, stay safe, enjoy and achieve, make positive contributions, and reach social and economic wellbeing.

Friarage Community Academy provides a broad and balanced curriculum for all children. Teachers hold aspirational outcomes for every child and respond to individual learning needs through person-centred approaches and the co-production of support plans with parents, pupils and external professionals.

We recognise that some children may experience barriers to learning that require additional action by the school. This policy sets out how we assess, plan and implement support for pupils who require additional support in school.

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:
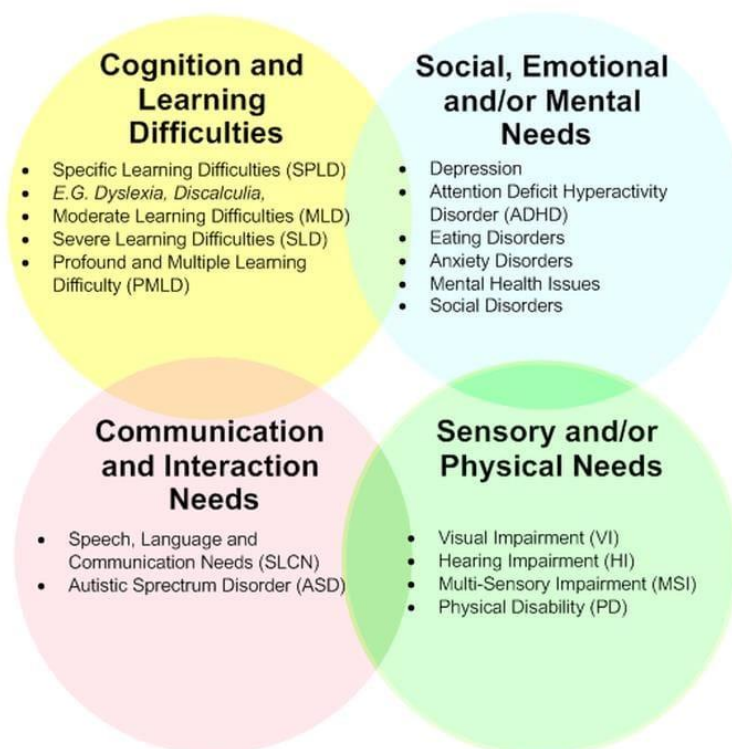
a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability 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 settings.

The **SEND Code of Practice (2014)** identifies four broad areas of need:

⚠ **Communication and Interaction** – including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

⚠ **Cognition and Learning** – including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia.

⚠ **Social, Emotional and Mental Health** – including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and other needs rooted in mental health.

🔺 **Sensory and/or Physical Needs** – including physical disabilities (PD), hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Figure 1: The Four Areas of Need

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. Dyslexia, Discalculia,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Sprectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

https://torbayfamilyhub.org.uk/topic/the-four-areas-of-need-teygat/

A pupil may have difficulties in more than one area (cooccurring needs). However, there is usually a primary area of need with additional secondary needs. All staff share responsibility for meeting the educational needs of all pupils in their classroom.

The **Equality Act 2010** states that a person has a disability if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out normal daily activities. Having a disability does not automatically mean a child has SEN if it does not affect their access to learning or progress.

Children with **English as an Additional Language (EAL)** are not automatically regarded as having SEN, although some pupils with EAL may also have SEN.

Aims

🔺 To ensure the school meets the requirements of the SEND Code of Practice (2014) and any subsequent government updates.
🔺 To match the curriculum and learning environment effectively to meet the needs of all children.
🔺 To identify, assess and provide for children's special educational needs as early as possible.
🔺 To monitor and review interventions regularly, evaluating their impact through collaboration with pupils, parents, and staff.
🔺 To provide ongoing support and advice to all teachers to enable effective inclusion.
🔺 To ensure the SENCo works closely with teachers to set and review appropriate targets each term using person-centred approaches.
🔺 To ensure adequate and appropriate resources are available to meet pupils' needs.
🔺 To maintain strong partnerships with parents and outside agencies to support children effectively.
🔺 To ensure children have a voice in decision-making that affects them.
🔺 To provide regular staff training to keep all colleagues informed of updated guidance and strategies.

Roles and Responsibilities

Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEND within their class. Teachers will make provision for such children and ensure that they have full access to the curriculum.

Teachers are responsible for:

▲ Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs.

▲ Regularly checking each child's progress and identifying any barriers to learning.

▲ Planning and delivering targeted support, interventions, or differentiated resources where necessary.

▲ Ensuring all staff working with the child (e.g. teaching assistants, lunchtime staff) understand their needs and the necessary adaptations.

▲ Overseeing the implementation of interventions and evaluating their effectiveness.

▲ Following the school's SEND Policy and procedures at all times.

Special Educational Needs Co-ordinator (SENCo): Laura Tymon

The SENCo co-ordinates all aspects of SEND provision across the school.

Responsibilities include:

▲ Co-ordinating provision for pupils with SEND and ensuring consistent, high-quality practice.

▲ Ensuring parents are involved in supporting their child's learning, kept informed about support and progress and involved in future planning.

▲ Liaising with teachers, support staff and external professionals (e.g. Speech and Language Therapy, Health Services).

▲ Maintaining the school's SEND register.

▲ Providing advice, resources, and training to staff.

▲ Leading the school's graduated approach documentation and reviews.

▲ Supporting staff with assessment and planning.

▲ Ensuring resources are available and accessible.

▲ Organising professional development related to SEND.

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically they, in liaison with the SENCo, take responsibility for:

- The overall management of SEND provision within the school.
- Supporting the SENCo and staff to ensure needs are met effectively.
- Keep the Academy Advisory Board (AAB) informed about SEND matters.
- Allocating funding appropriately to meet SEND priorities.

Academy Advisory Board (AAB)

Chair of Governors: Trish Kinsela
SEND Governor: Amanda Cooper-Haywood

The AAB is responsible for:

- Ensuring an up-to-date SEND Policy is in place.
- Monitoring the effectiveness of SEND provision.
- Ensuring reasonable adjustments are made for pupils with SEND.
- Visiting school to monitor SEND provision and ensuring all children reach their full potential.

Identification, Assessment, Provision and Record Keeping

Friarage Community Academy follows the **Graduated Approach** (Assess–Plan–Do–Review) outlined in the SEND Code of Practice (2014).

Teachers regularly and routinely assess their pupil's progress and adapt their planning accordingly. If a child has not made satisfactory progress and has a significantly greater difficulty in learning than most children of the same age, it may be decided to place the child on to a Phase 1 plan.

Phase 1

Initial concerns are raised through observation, assessment, or parent discussions. Early interventions are implemented and monitored.

There may be one or more of the following triggers that alert class teachers to the fact that a child is experiencing difficulties:

- Making little or no progress (developmentally, academically or both) despite different approaches to learning being provided
- Child works significantly below that expected for their age and stage
- There are persistent emotional/behavioural difficulties despite different strategies being used.
- There may be sensory or physical problems, or little or no progress made despite additional aids, equipment and advice.

At this stage teachers should assess the need of the pupil, make suitable adaptations, monitor progress and build a bank of evidence that should be given to the SENCo. Parents and carers will be included in this process and will be invited to take part in the planning stages of provision. A Phase 1 pro forma will be completed. Where appropriate, the child will be included in this process. Progress towards agreed outcomes for the child will be reviewed and updated regularly.

Phase 2

If progress remains limited after interventions on a Phase 1 plan, a pupil may be added to the SEND register, and a formal plan is created in partnership with parents and where appropriate, the child. Phase 2 plans are written by the class teacher under the supervision of the SENCo. When initiating Phase 2 of the Graduated Approach, desirable outcomes will be set for the child and appropriate adaptations, and provision will be made. The outcomes will be reviewed on a termly basis with the child, the class teacher and parents/carers.

If further specialist support is required, referrals may be made to external agencies such as:

- North Yorkshire SEND Hubs
- Speech and Language Therapy
- CAMHS
- Be U Autism
- Emotional Resilience Team
- Play Therapy
- Visual/Hearing Impairment Teams
- Health and Social Care

Other documentation:

A pupil may also have additional documentation to help promote positive behaviour and keep them safe. This may include:

- A relational support plan, which aims to identify possible triggers and strategies to support positive pupil behaviour.
- A risk assessment to identify and manage possible risks due to challenging behaviour.
- A Thrive profile and action plan, created by our Thrive Practitioner.

Education, Health and Care Plans (EHCPs)

If, despite the graduated approach, a child's progress remains limited and the child's SEN remains significant, the school may request a **Statutory Assessment** from the Local Authority (North Yorkshire Council). If successful, an **EHCP** is issued outlining the child's needs, required provision, and funding arrangements.

The SENCo will create a Phase 3 plan for all pupils with an EHCP, which breaks down their EHCP into termly actions for those working with those pupils.

EHCPs are reviewed annually in a formal annual review meeting. Parents, the pupil, the school and any other professionals working with the child will contribute to this meeting. This will be conducted by the SENCo.

An EHCP does not mean a child will access individual support from a teaching assistant. The school always aims for pupils to be in class with their peers for as much of the day as possible. Children will be withdrawn from class for short, targeted interventions.

Record Keeping

All SEND records are securely stored electronically. Each child's folder contains key information, reports, and plans, which move with the pupil throughout their school career. The SENCo maintains a central database including assessment records, review notes, and external agency reports.

SEN Budget and Resources

The SEND budget and Pupil Premium funding are used to provide:

- ▲ Trained support staff and targeted interventions
- ▲ Whole school resources (such as Widgit)
- ▲ Access to private services (such as Speech and Language)
- ▲ Staff training and professional development
- ▲ SENCo time for co-ordination and planning.

Transitions

For pupils transferring to a new school, all SEND documentation is shared promptly with the receiving setting. The SENCo liaises directly with colleagues to ensure smooth transitions.

For Year 6 pupils moving to secondary school, additional visits and transition activities are arranged based on individual needs. Transition meetings with parents, pupils, and secondary staff help ensure continuity of support.

Partnership with Parents and Carers

Parents are vital partners in their child's education. We:

- ▲ Meet termly with parents to review progress and discuss next steps.
- ▲ Keep parents informed of any changes in their child's provision.
- ▲ Involve parents in the creation and review of their child's graduated approach plan.
- ▲ Provide advice on how to support learning at home.
- ▲ Have an open door policy and regularly communicate with parents in an informal manner.

Pupil Voice

In line with the **SEND Code of Practice (2014)**, pupils at Friarage Community Academy are encouraged to take an active role in planning and reviewing their support.

Children are invited to review meetings where appropriate and share their views about what helps them to learn best. For younger or non-verbal pupils, observations and creative approaches are used to capture their preferences and feelings.

Pupils with SEN take part in all aspects of school life including School Council and leadership opportunities.

Monitoring and Review

This policy will be reviewed annually by the SENCo, Headteacher, and Academy Advisory Board.

Issued: November 2025
Review: November 2026

Appendices

Appendix A: Graduated Approach Phase 1 (Assess–Plan–Do–Review Template)

Appendix B: Graduated Approach Phase 2 (Formal Support Plan Template)

Appendix C: Graduated Approach Phase 3 (EHCP)

APPENDIX A - Graduated Approach Phase 1 (Assess–Plan–Do–Review Template)

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Phase 1 DELTA Graduated Approach		Date plan commenced:		Next termly review:	
Name of pupil:		DOB:	Year:	CT:	
Photo:		Attendance concern (yes/no): No			
		EAL (yes/no): Language Proficiency:			
Name and contact of parent/carers		Tel:		Email:	

Record of outside agency involvement			
Name of service	Date of involvement	Contact name	Tel & email

DELTA Academies Trust

Phase 1 Support Plan		
Emerging concerns	Actions to support need	IMPACT on Review
REVIEW DATE:	**Who attended?**	

OUTCOME: _(tick one)_	Cease plan	Maintain at Phase 1 for one more cycle	Consider move to Phase 2 and refer to SENCo	Seek professional support

Next steps:

Reviewed plan sent to: Parent/Carer   Teacher   SENCO   _(Highlight)_   **Parent/Carer signature:**

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Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

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Things I am worried about:

Things I am happy with:

Things that help:

APPENDIX B - Graduated Approach Phase 2 (Formal Support Plan Template)

Phase 2 DELTA Graduated Approach		Commenced:		Next termly review:
Name of pupil:		DOB:	Year:	CT:
Photo:		Attendance concern (yes/no):		
		EAL (yes/no): Language Proficiency:		
Name and contact of parent/carers		Tel:	Email:	
1.				
2.				
3.				

Record of outside agency involvement			
Name of service	Date of involvement	Contact name	Tel & email

Phase 2 Summary of need (Parent /Teacher / SENDCo conversation)		Date: 27/09/25
Primary Need :	Secondary Need :	
Cognition and Learning	Communication and Interaction	
Parent view:	Parent view:	
School view:	School view:	
Social Emotional Mental Health	Sensory Physical and Medical	
Parent view:	Parent view:	
School view:	School view:	

CHILD VIEWS | Date:

Things I like at school

Things I like at home

Things that help me in school

People and Friends that help me

Things that I worry about

Things that I don't like are

PARENTAL VIEWS (teacher feedback i.e., parent consultation) | Parent/Carer: | Date:

Things I am worried about:

Things I am happy with:

Things that help:

Autumn- Phase 2 SEN Support Plan			
Desirable Outcomes	Actions to support need	Provision/Frequency	IMPACT on Review Good, Medium, Low
•			
•			
•			

REVIEW DATE:	Who attended?				
OUTCOME:_ (tick one)	Remove from register		Begin another cycle	Seek professional support	EHC Assessment
Next steps:					
Reviewed plan sent to: Parent/Carer Teacher SENCO _(Highlight)			Parent/Carer signature:		

APPENDIX C - Graduated Approach Phase 3 (EHCP)

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Phase 3 DELTA Graduated Approach	Date plan commenced:		Next termly review:
	Date of last Annual Review:		
Name of pupil:	DOB:	Year:	CT:
Photo:	Attendance concern (yes/no):		
	EAL (yes/no): Language Proficiency:		
Name and contact of parent/carers	Tel:	Email:	
1.			
2.			
3.			

Record of outside agency involvement			
Name of service	Date of involvement	Contact name	Tel & email

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Phase 3 Summary of need (Parent /Teacher / SENDCo conversation)	Date:
Primary Need :	Secondary Need :
Cognition and Learning	Communication and Interaction
Parent view: School view:	Parent view: School view:
Social Emotional Mental Health	Sensory Physical and Medical
Parent view: School view:	Parent view: School view:

CHILD VIEWS	Date:
How were these views captured?	

Things I like at school

Things I like at home

Things that I worry about

Things that I don't like are

CHILD VIEWS Part 2	Date:
How were these views captured?	

Things I am good at

Things I find difficult

Things people like and admire about me

Things/people that help me learn

How I would like people to communicate with me

What I want to do when I am older

PARENTAL VIEWS (teacher feedback i.e., parent consultation)	Parent/Carer:	Date:

What do you think you child has done well this year?

What do you think are the young person's main strengths?

What do you think are the young person's main areas of need?

What do you think is working well for you and your family?

Is there anything that needs to be improved? What's not working?

What would you like to see your child achieve during the next year?

Do you feel that you need support with anything? Any further comments?

Autumn- Phase 3 SEN Support Plan			
Desirable Outcomes	Actions to support need	Provision/Frequency	IMPACT on Review Good, Medium, Low
Communication and Interaction Long Term: Short Term:			
Cognition and Learning Long Term: Short Term:			
SEMH Long Term: Short Term:			