



SEND POLICY

May 2025 - 26

Approved by: Trust board in consultation with the Local Governing Body **Date:** 19.05.2026

Last reviewed on: [Date]

Next review due by: [Date]

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1. Aims

In line with the Children and Families Act 2014 and the SEND Code of Practice, our SEND Policy outlines Stewards Academy’s commitment to ensuring that all pupils with special educational needs and/or disabilities (SEND) are supported to thrive academically, socially, and emotionally.

The purpose of this policy is to:

- Identify and respond to the individual needs of pupils with SEND at the earliest opportunity
- Ensure all pupils with SEND can fully access a broad, balanced, and inclusive curriculum
- Work in partnership with parents, carers, and external agencies to deliver effective support
- Promote high aspirations and outcomes for all pupils with SEND
- Provide a learning environment that fosters independence, confidence, and well-being

At Stewards Academy, we are committed to treating every pupil as an individual, with dignity and respect. We work to remove barriers to learning and participation, and to ensure that every child—regardless of need—has the opportunity to achieve their full potential.

We are a values-led school where inclusion, ambition, and compassion are at the heart of everything we do. Our aim is to empower all learners to succeed and become confident, capable citizens.

OUR VALUES:

Excellence with Integrity; Success with Soul

Stewards Academy SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

Legislative Acts and related school policies

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2015

Teaching and Learning Policy

Safeguarding and Child Protection Policy 2024 – 2025 (including ‘Prevent’)

Accessibility Plan – May 2025-2028

Anti-Bullying Policy 2024-2025

The SEN Information Report – (current practice within the school) and a link to the Essex Local Offer can be found on the Stewards website [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

This policy was approved by the Trust Board on the 19th May 2025 in consultation with the Local Governing Body. The policy will be reviewed every year, or sooner in line with changes to legislation.

Part 1: Introduction

We are an inclusive school and endeavour to serve the needs of the young people from our community. Our Learning Support aims and objectives are to:

- keep the young person and their desired aspirations at the heart of all our planning;
- develop and maintain a positive partnership with parents / carers and keep them up to date with their child's progress;
- have high expectations of our students so they can reach their academic potential;
- make sure students feel safe, well-supported and attend school;
- deliver effective support within the realms of available resources which is discrete and takes care to maintain students' self-esteem;
- use a solution-focused and pupil-centred approach when addressing barriers to learning and make sure all staff have the information that they need to plan appropriately for their students' learning;
- move our students increasingly towards their independence;
- ensure that all our students leave school prepared and confident about their next steps.

Definition of Special Educational Needs and Disability

Students have Special Educational Needs if they have a difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them.

You are disabled under The Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment.

'Long term' means the impairment has existed for at least twelve months or is likely to do so. Students have a difficulty accessing curriculum if they:

- have significant and persistent difficulties in learning in comparison with the majority of children of the same age.

Students who experience difficulty in one area may also have a particular gift or talent in another and be part of the school's AGT (able, gifted and talented) programme. Special Education Provision may be triggered when students fail to achieve adequate progress despite the use of targeted teaching approaches and having a differentiated curriculum. Parents/ carers and staff will be informed that the child has special educational needs and a discussion about suitable provision to

address that need will take place. English as an Additional Language needs to be considered and supported outside of SEND.

Students on the SEND register are categorised in 4 broad areas of need:

- Cognition and Learning
- Communication and Interaction.
- Social, Emotional and Mental Health
- Physical and Neurological Impairment/ Sensory/Medical

Part 2: Structure of the Learning Support Department Roles and Responsibilities

Local Governing Body: Ruth Bolwerk is the local governor linked to SEND/Inclusion.

Our local governors are responsible for:

- working in partnership with the Headteacher to decide the school's general policy and approach to meeting the needs of students with SEND and disability. The Headteacher, Stephen Drew is responsible for:
- setting objectives and priorities in the school development plan, which includes SEND.

The Assistant Headteacher for SEND and Inclusion (SENDCo), Anna Myatt is responsible for:

- raising awareness of the SEND Code of Practice throughout the school and sharing good practice such as One Planning (see SEND Information Report);
- day to day delivery of the SEND provision and communication with the learning support team.
- recruiting and deploying the school's learning support team;
- the purchasing of necessary resources from the SEND allocated capitation;
- liaising with parents/ carers and overseeing termly provision reviews;
- liaising with pastoral, teaching staff and outside agencies;
- contributing to in-service training when required;
- ensuring statutory deadlines for EHCP paperwork are met;
- managing the liaison with the Local Authority regarding students with SEND;
- overseeing screening for SEND students and referring on for specialists' assessments if there are concerns about progress;
- support and training for teaching staff with strategies to support specific areas of SEND need to enhance Quality First Teaching;
- line management and role development of the Co-educator team including overseeing their CPD and annual appraisals;
- co-ordinating provision for students on the SEND profile;
- supporting the teaching and learning of students with SEND;
- overseeing the drafting, reviewing and monitoring of students' One Plans and Pupil Profiles;

- keeping accurate records of all students with SEND within the school and monitoring their progress;
- developing appropriate interventions.

The Assistant SENCo, PA to SENCo and SEND Leads are responsible for:

- deputising for the SENCO;
- managing the SENCO's appointments;
- co-ordinating outside agency appointments and reports;
- making sure the SEND profile and student files are kept up-to-date;
- ensuring the files of transferring students have been received and checked for SEND;
- liaising with the finance office to monitor SAS high needs block funding coming into school;
- arranging Annual Review of EHCP meetings in partnership with the SENCo;
- gathering information for One Plan meetings;
- co-ordinating statutory paperwork in partnership with the SENCo;
- completing Access Arrangements testing;
- co-ordinating the Year 6 Transition Programme for SEND students and liaising with primary schools, outside agencies and parents / carers;
- supporting transition visits in partnership with the Team Leader and ACM;
- assisting with the Access Arrangements during exams;
- collating and tracking SEND data
- monitoring the planned actions/interventions have been put into place following termly provision reviews;
- coaching and mentoring of co-educator team.
- a specialist area (ASC, PNI, SEMH, SLCN, Risk assessments)
- managing allocated SEND support students including their regular provision review meetings.
- One Planning for allocated students.
- supporting with preparation, set up, invigilation and smooth running of the SEND exam hall.
- attending necessary meetings, case reviews and provision reviews

Co-educator Support

All co-educator support is allocated according to need, prioritising EHCPs. In-class support is deployed under the direction of the class teacher. Co-educator hours can be made up of an 'equivalent' provision from a variety of additional adults within the Inclusion department.

The school does not offer one-to-one support for students with SEND as we strive to foster independence and resilience for young people. Evidence-based research has shown that full-time one-to-one support in classrooms does not help students meet learning outcomes and make progress – in many cases it has the reverse effect. Students in classes with a high number of students with complex needs will benefit from a co-educator who supports the class using the hover model.

Other co-educators will deliver support for targeted interventions both in and outside the classroom and these will typically last for a specified time.

Student independence and adult support: It is important for all parents / carers to note that the main objective of our department is to promote independence as soon as students transfer to our school. It is expected that the teaching and learning of all students is managed by the subject teacher rather than a non-specialist in line with the SEND Code of Practice.

Teaching Staff are responsible for: 'All teachers are teachers of special needs' and responsible for meeting the needs of all their students.

- being fully aware of school procedures for SEND;
- employing relevant classroom strategies for Quality First Teaching for all learners including those with SEND;
- ensuring they regularly update their knowledge about SEND learners in their classes by accessing information on Arbor;
- deploying allocated co-educators effectively in the classroom so they facilitate learning of SEND students;
- maintaining student's self-esteem and keeping them safe as laid out in our anti-bullying policy, safeguarding policy and highlighted in the 'Prevent', KCSIE, CSE, FGM, HBV, and other safeguarding training;
- ensuring student profile and 'Top Ten Tips for Inclusive Teaching' are considered in lessons;
- monitoring the progress of their students with SEND;
- referring students who are cause for concern.

Admission

Arrangements Admission Arrangements are outlined on the school website.

Accessibility

Our Accessibility plan is on the school website.

Complaints

If a parent wishes to complain about their child's SEND provision, they can speak to the SENCo (Mrs. Myatt) in the first instance. If they feel their concerns haven't been addressed, they can book a meeting with Mr. Scholtes through the main switchboard.

Part 3:

Identification, Assessment and Provision Identification

Each department is developing procedures to identify students who are not making expected progress in their subject area and may refer to the Inclusion team directly. Information gathering includes:

- KS2 SATs
- Transition information from primaries
- Staff observations
- Parent/carer questionnaire in the welcome pack
- Reading data from the Accelerated Reading Programme
- Whole year spelling screening using WRAT V.
- MIDYIS and NGRT whole school testing
- Data from summative testing

Some students require further investigation and parents / carers will be notified. If parents have concerns that their young person may have a SEND need that has yet to be identified, please contact Mrs. Myatt, SENCo by email with details of your concerns. amyatt@stewardsacademy.org

The SEND Profile

The SEND profile is a register of students who have been identified as needing additional or different provision from the core school offer. The profile is an ever-changing list with students – additions are made when they cause concern and students are removed when they are making progress.

Some students transfer to Stewards Academy on the SEND profile from primary school. In line with the SEND code of practice, there are now two categories of SEND.

1. Low incidence but with a high level of Need where students are supported through an Education Health Care Plan (which replaced Statements of SEND).
2. High incidence but with a low level of need. This is known as SEND Support.

High needs funding and Statutory Assessment

Sometimes students with a high level of need continue to struggle with the resources/provision available through SEND support as set out in their One Plan. A referral may be made by the school or parent to request Statutory Assessment to secure funding for additional resources through an Education Health Care Plan. Information and support on this process is available here [Requesting an EHC Needs Assessment - Essex SEND IASS](#)

Individual Assessment

Following whole-year screening in Year 7, we complete another block of testing at the end of Year 9. We use a number of materials that assess handwriting, specific literacy difficulties and speed of working. This testing will be available to –

- All students who are or have been on the SEND profile.
- Students who have been referred by teaching staff, parents / carers and anyone from the inclusion team.

If there are still concerns about your young person's progress after they have received additional teaching and support, it may be a good idea to have a more in-depth assessment. Dyslexia is a specific learning difficulty which needs assessment by an appropriately qualified specialist dyslexia teacher. While we are not qualified to undertake assessments for specific learning difficulties or medical conditions, we are able to signpost you to appropriate support agencies.

Provision

In line with the SEND Code of Practice, we adopt a graduated approach to SEND with a majority of students making progress through a 'core offer' which is available for all students, with or without SEND. There are three 'waves' of intervention:

Wave 1 – High quality inclusive class teaching for all

Wave 2 – Additional interventions for small groups of students which enable them to work at age-related expectation or above

Wave 3 – Additional personalised interventions which require additional funding.

All interventions follow the same cyclical process – Assess, Plan, Do, Review. More detailed information on this is available in: The SEND information report

Withdrawal for Interventions

Some students with SEND may be withdrawn from lessons for 1:1 or small groups sessions. We try and keep this to an absolute minimum in accordance with Steward Academy's inclusive ethos. We do not withdraw students from core subjects.

Part 4:

Partnerships In school

- The PCLC Strategic Lead meets regularly with SLT.
- The SENCO meets regularly with the Deputy Head.
- Inclusion Panel meets fortnightly to discuss specific students.
- Children Causing Concern meetings are held every half term.
- The SENCo meets with the school Inclusion Partner termly.

Students

- Students are encouraged to be involved and attend all or part of SEND review meetings. Their views are sought in a variety of ways depending on their ability to communicate –See SEND Information Report.
- All students on the SEND profile have compiled a personalised Pupil Passport to share with their teachers their preferred support strategies. In addition, each child on the profile has a One Plan, graduated depending on need.
- All students on the SEND profile have a designated SEND Lead (key worker).
- Inclusion Monitors are students who support social interaction at break and lunchtimes in the London room.

Parents / carers

- All parents / carers are involved in a termly discussion regarding their child's SEND provision focussed on what's working or not working.
- Parents / carers can find out key information such as reports and conduct data through Arbor. Hard copy is available on request for parents / carers who prefer it.
- Parents are invited to give feedback on this policy to the SENCo and make suggestions for amendments and additions that would enhance comprehension of SEND provision at Stewards Academy.

Transfer and Transition Arrangements

Stewards Academy has a successful transition programme for both Year 6 and Year 11 SEND students. Stewards Academy staff visit the primaries, attend Annual Reviews and arrange additional transition visits for SEND students. FE staff attend Year 11 Annual Reviews and students are supported with key decisions by the Careers team.

Monitoring and Evaluation

The SEND policy will be evaluated by the following

- Recorded views of students, parents / carers, particularly at meetings
- Measurable or observable gains from student targets, screening tests and other assessments
- Student attendance data
- Student conduct data