



# Special Educational Needs and Disabilities (SEND) Policy

2026-2027

Stewards Academy

Part of the Passmores Co-operative Learning Community

**Approved by: Standards Committee**

**Date: March 2026**

**Last reviewed on: March 2025**

**Next review due by: March 2027**



## Contents

1. Aims and objectives
  2. Vision and values
  3. Legislation and guidance
  4. Inclusion and equal opportunities
  5. Definitions
  6. Roles and responsibilities
  7. SEN information report
  8. Our approach to SEND support
  9. Attendance
  10. Safeguarding
  11. Expertise and training of staff
  12. Links with external professional agencies
  13. Admission and accessibility arrangements
  14. Complaints about SEND provision
  15. Monitoring and evaluation arrangements
  16. Links with other policies and documents
-



## **SEND Policy: Introduction, Aims, Vision and Legislative Framework**

In line with the Children and Families Act 2014 and the SEND Code of Practice, Stewards Academy is committed to ensuring that all students with special educational needs and/or disabilities (SEND) are supported to thrive academically, socially and emotionally. Our SEND Policy sets out how we identify, support and champion students with SEND so they can access a broad, balanced and inclusive curriculum and achieve their full potential.

We recognise that every student is unique. Not all students with disabilities have SEND, and not all students with SEND meet the definition of disability. Our approach is rooted in dignity, respect and the belief that all young people deserve the opportunity to succeed.

Our values—*Excellence with Integrity; Success with Soul*—shape our inclusive practice. We aim to remove barriers to learning, promote high aspirations and empower students to become confident, capable individuals who are well prepared for adulthood.

### **1. Aims and Objectives**

Our SEND Policy aims to:

- Ensure Stewards Academy fully implements national legislation and statutory guidance relating to students with SEND.
- Set out how we support and make provision for students with SEND so they can engage in all aspects of academy life alongside their peers.
- Identify and respond to individual needs at the earliest opportunity.
- Work in partnership with parents, carers and external agencies to deliver effective, coordinated support.
- Help students with SEND fulfil their aspirations, achieve their best and develop independence and resilience.
- Support students with SEND to make a successful transition into adulthood, including further education, training or employment.
- Ensure students with SEND and their parents/carers are actively involved in decisions about support and provision.
- Clarify the roles and responsibilities of all staff in delivering high quality SEND provision.
- Ensure the SEND Policy is understood and implemented consistently across the academy.

### **2. Vision and Values**

At Stewards Academy, we are committed to providing all students with access to a broad and balanced curriculum. We strive to create an inclusive environment where provision is tailored to the needs and abilities of each student, no matter how varied.

Our vision is to:



- Ensure every student has the chance to thrive.
- Support students to meet their full potential academically, socially and emotionally.
- Foster independence, confidence and wellbeing through high quality teaching and targeted support.
- Promote ambition, compassion and inclusion in every aspect of academy life.

In practice, this means adapting teaching, removing barriers to participation, and ensuring that students with SEND are fully included in the life of the academy.

### **3. Legislation and Guidance**

This policy is based on the statutory guidance *Special Educational Needs and Disability (SEND) Code of Practice: 0–25, Keeping Children Safe in Education*, and *Working Together to Improve School Attendance*. It also reflects the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (including the duty to make reasonable adjustments)
- The Public Sector Equality Duty (Equality Act 2010, section 149)
- The School Admissions Code
- The governance guide for academy trusts

As an academy, this policy also complies with our funding agreement and articles of association.

In addition, the policy aligns with the following Stewards Academy documents:

- Teaching and Learning Policy
- Safeguarding and Child Protection Policy (including Prevent)
- Accessibility Plan (2025–2028)
- Antibullying Policy
- SEN Information Report (available on the academy website)
- Essex Local Offer (Essex County Council: Special Educational Needs and Disabilities)

### **4. Inclusion and Equal Opportunities**

We are an inclusive school and endeavour to serve the needs of all young people in our community. We strive to create a teaching environment that offers every student—regardless of their needs, abilities or background—a broad, balanced and challenging curriculum. Our commitment is to ensure that all students have the opportunity to thrive, feel safe, be well-supported and fulfil their aspirations.

We achieve this by:

- Keeping the student and their aspirations at the heart of all planning



- Developing and maintaining positive partnerships with parents and carers
- Having high expectations so students can reach their academic potential
- Making reasonable adjustments to teaching, the curriculum and the school environment
- Delivering effective support that maintains students' self-esteem
- Using a solution-focused, student-centred approach to remove barriers to learning
- Ensuring all staff have the information and training needed to plan appropriately
- Promoting increasing independence for all students
- Preparing students confidently for their next steps

Through these principles, we ensure that students with SEND are included in all aspects of school life and are not placed at a substantial disadvantage compared with their peers.

## 5. Definitions

### 5.1 Special Educational Needs (SEN)

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. A learning difficulty or disability may be present when a student has:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special educational provision refers to educational or training provision that is **additional to or different from** that made generally for other students of the same age.

As outlined in the school's SEND procedures, SEN may be identified when a student:

- Has significant and persistent difficulties in learning compared with peers
- Fails to make adequate progress despite targeted teaching and a differentiated curriculum

Parents/carers and staff will be informed when a student is identified as having SEN, and suitable provision will be discussed collaboratively.

### 5.2 Disability

A student is considered to have a disability if they have a physical or mental impairment that has a **substantial** and **long-term** adverse effect on their ability to carry out normal daily activities.

- *Substantial* means more than minor or trivial
- *Long-term* means lasting, or likely to last, at least 12 months



In line with the Equality Act 2010, the school will make reasonable adjustments to ensure that students with disabilities are not placed at a substantial disadvantage.

## 5.3 The Four Areas of Need

Students with SEND may have needs that fall into one or more of the following broad areas:

1. **Cognition and Learning**
2. **Communication and Interaction**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Physical and Neurological Impairment / Sensory / Medical Needs**

These areas reflect the structure of the SEND Code of Practice and the school's SEND profile. Students' needs may change over time, and interventions will be selected based on their current profile and the most appropriate support for their development.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>



AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and Responsibilities

### 6.1 The SENDCO

The SENDCO at our school is Mrs Myatt. They hold strategic and operational responsibility for SEND across the school. Their duties include:

- Informing parents/carers when their child may have SEN and liaising with them regarding needs and provision
- Working with the headteacher and SEND governor to shape the strategic development of SEND provision
- Having day to day responsibility for the operation of the SEND policy and coordination of provision for students with SEN, including those with EHC plans



- Providing professional guidance to colleagues and working closely with staff, parents, and external agencies to ensure high quality support
- Advising on the graduated approach to SEN support and on effective differentiation
- Advising on the deployment of the school's delegated SEND budget and resources
- Acting as the main point of contact for external agencies, including the local authority and specialist services
- Liaising with next providers of education to support smooth transitions
- Ensuring that all relevant SEND information is transferred promptly when a student moves school
- Ensuring the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Keeping accurate, up to date records of all students with SEND
- Identifying staff training needs and contributing to the school's CPD programme
- Reviewing and evaluating the impact of SEND provision and contributing to the local offer
- Preparing and updating the SEN Information Report and SEND policy
- Monitoring patterns in SEND identification and using these to support improvements in teaching and learning

## **Additional responsibilities specific to our school's structure**

As Assistant Headteacher for SEND and Inclusion, the SENDCO also:

- Raises awareness of the SEND Code of Practice and promotes good practice such as One Planning
- Leads the Learning Support team, including recruitment, deployment and line management of co-educators
- Oversees SEND capitation and resource purchasing
- Liaises with pastoral teams, teaching staff and external agencies
- Ensures statutory EHCP deadlines are met
- Oversees screening for SEND and referrals for specialist assessments
- Provides staff training on strategies to support specific areas of need
- Oversees the drafting, reviewing and monitoring of One Plans and Student Profiles
- Monitors progress of students with SEND and develops appropriate interventions

## **Assistant to the SENDCO, PA to SENDCO and SEND Leads**

These staff members support the SENDCO and contribute to the effective running of SEND provision. Their responsibilities include:

- Deputising for the SENDCO when required
- Managing the SENDCO's appointments and coordinating external agency visits
- Holding a focused caseload of students, meeting parents and carers termly, writing and updating One Plans, meeting regularly with their allocated students, and monitoring assessments to ensure provision remains appropriate and effective



- Keeping the SEND profile and student files up to date
- Ensuring SEND information for transferring students is received and checked
- Monitoring high-needs funding and liaising with the finance office
- Arranging and supporting Annual Review meetings
- Gathering information for One Plan meetings and coordinating statutory paperwork
- Completing Access Arrangements testing and supporting exam arrangements
- Coordinating the Year 6 transition programme for SEND students
- Tracking SEND data and monitoring the implementation of provision
- Coaching and mentoring co-educators
- Holding specialist responsibilities (e.g., ASC, SEMH, SLCN, PNI, risk assessments)
- Managing allocated SEND support students, including provision reviews and One Planning
- Supporting the smooth running of the SEND exam hall
- Attending meetings, case reviews and provision reviews

## Co-educator Support

Co-educators are deployed according to need, with priority given to students with EHCPs. Their support may include:

- In class support under the direction of the class teacher
- Delivering targeted interventions inside or outside the classroom
- Supporting small group or short-term programmes as part of the graduated approach

The school does **not** offer fulltime 1:1 support as standard. Instead, we promote independence and resilience, using evidence-based approaches such as the *hover model* to support students without creating dependency.

## 6.2 The Governing Board / Board of Trustees

The governing board is responsible for ensuring that the school meets all statutory duties relating to SEND. While some responsibilities may be delegated, the governing board retains overall accountability. It will:

- Co-operate with the local authority (LA) in reviewing local SEND provision and developing the local offer
- Ensure that every student with SEND receives the support they need
- Ensure that students with SEND can participate fully in school activities alongside their peers
- Inform parents/carers when special educational provision is being made for their child
- Ensure appropriate arrangements are in place for students with medical conditions
- Provide access to a broad and balanced curriculum



- Maintain a clear approach to identifying and responding to SEND
- Provide an annual report to parents/carers on their child's progress
- Ensure accurate and up to date records of SEND provision are kept
- Publish the SEN Information Report on the school website
- Publish information about the admission of disabled students, steps taken to prevent discrimination, facilities to support access, and the school's accessibility plans
- Ensure that a qualified teacher is designated as SENDCO and monitor the effectiveness of the role
- Determine how resources are allocated to support students with SEND
- Ensure that all students from Year 8 to Year 11 receive independent careers advice

### **6.3 The SEND Link Governor**

The SEND link governor is Mrs Bolwerk. They will:

- Raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision and report back to the governing board
- Work with the headteacher and SENDCO to support the strategic development of SEND provision

### **6.4 The Headteacher**

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of SEND provision
- Ensure the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements
- Hold overall responsibility for the progress and provision of students with SEND
- Monitor the school's notional SEND budget and any additional LA funding
- Ensure the SENDCO has sufficient time and resources to fulfil their duties
- Maintain an overview of the needs of students on the SEND register
- Identify staff training needs with the SENDCO and incorporate these into the school's CPD plan
- Work with the SENDCO and teaching staff to identify patterns in SEND identification and use these to improve teaching

### **6.5 Class Teachers**

Teachers are responsible for the progress, development and wellbeing of every student in their class. They play a central role in delivering high quality, inclusive teaching and ensuring that students with SEND can access the curriculum and achieve their potential. In line with the Essex Ordinarily Available Framework and the school's local offer, teachers will:



- Provide high quality, inclusive teaching as the first and most important response to SEND
- Plan and deliver differentiated learning through a graduated approach, adapting teaching to meet individual needs
- Reflect on their planning and practice using the Essex Ordinarily Available Inclusive Teaching Framework, considering areas such as the learning environment, attention and listening, relationships and behaviour, motivation and feedback, literacy and language, mathematical understanding, scaffolding and task support
- Implement the Ordinarily Available Targeted Support guidance where additional or different strategies are required
- Work closely with co-educators, teaching assistants and specialist staff to plan and evaluate interventions and link them to classroom learning
- Work with the SENDCO to review each student's progress and adjust provision where needed
- Follow the SEND Policy and SEN Information Report
- Communicate regularly with parents and carers to:
  - Set clear outcomes and review progress
  - Discuss support strategies
  - Agree shared responsibilities between home and school
  - Listen to concerns and aspirations

## **Additional expectations for teaching staff**

- Be fully aware of school SEND procedures and the Essex Ordinarily Available Framework
- Use effective Quality First Teaching strategies for all learners, including those with SEND
- Keep up to date with SEND information on Arbor
- Deploy co-educators effectively to facilitate learning and promote independence
- Maintain students' self-esteem and safeguard their wellbeing in line with school policies
- Use student profiles, One Plans and the *Top Ten Tips for Inclusive Teaching* to inform planning
- Monitor the progress of students with SEND and respond promptly to emerging concerns
- Refer students who are a cause for concern to the SENDCO

## **Co-educator Support**

Coeducators are deployed according to need, with priority given to students with EHCPs. They may support learning in class under the direction of the teacher or deliver targeted interventions. The school does not routinely offer fulltime 1:1 support, as we aim to promote independence and resilience. Evidence based approaches such as the hover model are used to support students without creating dependency.

## **6.6 Parents and Carers**

Parents and carers are encouraged to inform the school if they have any concerns about their child's progress or development. Parents and carers of a student on the SEND register will always



be given the opportunity to share information, express their views and contribute to decisions about their child's support. They will be:

- Invited to termly meetings to review the provision in place
- Asked to provide information about the impact of SEND support outside school and any changes in their child's needs
- Given opportunities to share concerns and agree aspirations for their child with school staff
- Provided with an annual report on their child's progress

The school will take parents' and carers' views into account when making decisions about SEND provision.

## **6.7 Students**

Students will be supported to express their views about their SEND and the support they receive. They will be invited to participate in discussions and decisions about their provision. This may include:

- Describing their strengths and difficulties
- Contributing to the setting of targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

Wherever possible, students' views will be considered when decisions are made about their support.

## **7. SEN Information Report**

The school publishes a SEN Information Report on its website, outlining how this policy is implemented in practice. The report is updated annually and whenever significant changes occur.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

Early identification is essential to ensuring that students receive the right support at the right time. When students join the school, their current skills and levels of attainment are assessed, drawing on information from previous settings and Key Stages. Where there is evidence that a student may have a disability, the school will consider what reasonable adjustments may be required.

Class teachers regularly assess the progress of all students and identify those whose progress:



- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve on previous rates of progress
- Fails to close the attainment gap
- Widens the attainment gap

Progress may relate to academic attainment, wider development or social needs.

## **School Specific Identification Procedures**

Departments are developing consistent procedures to identify students who are not making expected progress and may refer concerns directly to the Inclusion Team. Information used to support identification includes:

- KS2 SATs
- Transition information from primary schools
- Staff observations
- Parent/carer questionnaires
- Accelerated Reader data
- Whole-year spelling screening (WRAT V)
- MIDYIS and NGRT whole school testing
- Summative assessment data

Where further investigation is required, parents and carers will be notified. Parents who have concerns about a possible SEND need can contact the SENDCO directly.

## **The SEND Profile**

The SEND Profile is a dynamic register of students who require additional or different provision from the core school offer. Students may be added when concerns arise and removed when progress is sustained.

In line with the SEND Code of Practice, the school recognises two categories of SEND:

- **Education, Health and Care Plan (EHCP):** Low incidence, high need
- **SEND Support:** High incidence, lower level need

## **High Needs Funding and Statutory Assessment**

Where a student continues to struggle despite high quality teaching and SEND Support, the school or parent may request a Statutory Assessment to determine whether an EHCP is required. This process may secure additional resources to meet the student's needs.

## **Education, Health and Care (EHC) Plans**



Students who require support beyond what can be provided through school based SEND provision may be entitled to an Education, Health and Care (EHC) plan. An EHC plan is a legal document that sets out:

- The student's identified needs
- The provision required to meet those needs
- The outcomes sought for the student

Provision for students with an EHC plan is funded through the school's notional SEND budget and, where necessary, additional high needs funding from the local authority. On the school census, students with an EHC plan are recorded under code E.

## **Evaluating the Effectiveness of SEND Provision**

The school is committed to ensuring that SEND provision is effective, evidence based and responsive to student needs. We evaluate the effectiveness of our provision by:

- Tracking student progress, including through provision maps
- Reviewing support as part of each cycle of the graduated approach
- Using student questionnaires to gather feedback
- Monitoring provision and outcomes through the SENDCO
- Holding annual reviews for students with EHC plans
- Gathering feedback from students and their parents/carers

This evaluation process ensures that provision remains appropriate, impactful and aligned with students' changing needs.

## **9. Attendance**

Students with SEND may face additional barriers to attendance. Their right to education is the same as for all students, and our ambition for their attendance is equally high. Some students may require additional support to maintain good attendance.

Our approach to supporting students whose SEND impacts their attendance is outlined in the school's Attendance Policy.

## **10. Safeguarding**

Students with SEND can face additional safeguarding challenges. Children with disabilities are statistically more vulnerable to abuse, and additional barriers may exist when recognising signs of exploitation, neglect or harm.



Further details about the pastoral support available to students with SEND, including support to overcome communication barriers, can be found in the school's Safeguarding and Child Protection Policy.

## **11. Expertise and Training of Staff**

The school is committed to ensuring that staff have the knowledge and skills required to support students with SEND effectively. Training is provided regularly for teaching and support staff. The headteacher and SENDCO monitor staff training needs and incorporate these into the school's continuous professional development plan.

## **12. Links with External Professional Agencies**

The school recognises that it cannot meet all needs alone. When necessary, we work with a range of external professionals, which may include:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, physiotherapists or speech and language therapists
- General practitioners or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services

These partnerships help ensure that students receive comprehensive, multi-agency support.

## **13. Admission and Accessibility Arrangements**

### **13.1 Admission Arrangements**

The school welcomes applications from students with SEND or disabilities. Our arrangements ensure that:

- Students with SEND or disabilities are not disadvantaged during the admissions process
- Any student whose EHC plan names the school is admitted before other places are allocated
- Oversubscription criteria do not unfairly disadvantage students with SEND or disabilities



Admission to the school for pupils with Education Health and Care Plans (EHCPs) is through the West Essex Statutory Assessment Service. A consultation process takes place and, if the school is deemed able to provide appropriate provision, is 'named' on the statutory paperwork.

All pupils identified as needing Additional Intervention and SEND Support come through the general admission process in line with our Admissions Policy.

## 13.2 Accessibility

The school is committed to ensuring that students with disabilities can access the curriculum, facilities and information. Details of our accessibility arrangements can be found in the school's Accessibility Plan which is published on our website [www.stewardsacademy.org](http://www.stewardsacademy.org).

### Individual Assessment

Following whole year screening in Year 7, further assessments are carried out at the end of Year 9. These assessments may include:

- Handwriting analysis
- Literacy specific assessments
- Processing speed assessments

These assessments are available to:

- Students currently or previously on the SEND profile
- Students referred by staff, parents/carers or the Inclusion Team

Where concerns persist despite additional support, a more in depth assessment may be recommended. While the school cannot diagnose specific learning difficulties such as dyslexia, we can signpost families to qualified specialists.

### Provision

In line with the SEND Code of Practice, the school follows a graduated approach to SEND support. Most students make progress through the **core offer**, which is available to all. Additional support is provided through three waves of intervention:

- **Wave 1:** High quality, inclusive classroom teaching
- **Wave 2:** Targeted small group interventions
- **Wave 3:** Personalised interventions requiring additional funding

### Withdrawal for Interventions



Some students may be withdrawn for 1:1 or small group sessions. This is kept to a minimum in line with the school's inclusive ethos, and students are not withdrawn from core subjects.

## **Partnerships**

### **In School Partnerships**

- The PCLC Strategic Lead meets regularly with SLT
- The SENDCO meets regularly with the Deputy Head
- The Inclusion Panel meets fortnightly to discuss individual students
- Children Causing Concern meetings are held every half term
- The SENDCO meets termly with the school's Inclusion Partner

### **Student Involvement**

- Students are encouraged to attend SEND review meetings
- Students on the SEND profile have a personalised Student Passport
- Each student on the profile has a One Plan, graduated according to need
- Each student has a designated SEND Lead (key worker)
- Inclusion Monitors support social interaction at break and lunch

### **Parent and Carer Involvement**

Parents and carers are invited to provide feedback on the SEND policy and suggest improvements to enhance clarity and understanding.

### **Transfer and Transition Arrangements**

The school has a strong transition programme for Year 6 and Year 11 students with SEND. Staff visit primary schools, attend Annual Reviews and arrange additional transition visits. FE providers attend Year 11 reviews, and the Careers Team supports key decisions.

## **14. Complaints**

We believe in working in partnership with parents, aiming to resolve any concerns during our termly provision review meetings. If you have concerns, your first point of contact should be your child's SEND Lead. For subject-specific issues, please reach out to the relevant teacher directly—email addresses are available on the school website.

If you still feel that concerns aren't being addressed, you can contact Mr Stephen Drew, our Headteacher, or Mrs Ruth Bolwerk the school governor for SEND.

## **15. Monitoring and evaluation arrangements**



## 15.1 Evaluating the effectiveness of the policy

The effectiveness of the SEND policy is evaluated through:

- Feedback from students and parents/carers
- Progress against student targets and assessment data
- Attendance data
- Conduct data
- Outcomes from screening tests and assessments

## 15.2 Monitoring the policy

The policy is reviewed annually by Assistant Head for SEND and Inclusion and Governing Body and updated when legislation or procedures change. It is approved by the PCLC Trust.

## 16. Links with other policies and documents

This policy links to the following documents

SEN information report

- › The local offer
- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Safeguarding / child protection policy
- › Complaints policy