SEND Policy

EBN Academy 2

Created By	**S Riggall** **October 2026**
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EBN ACADEMY 2

SPECIAL EDUCATIONAL NEEDS POLICY

SECTION 1

The person responsible for overseeing the SEND/Inclusion provision is Mrs Shearer Head Teacher:

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SECTION 1 – PRINCIPLES AND COMPLIANCE

1. Principles

EBN Academy 2 promotes an ethos which values and includes all pupils, staff parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Each school celebrates difference and diversity and recognises that all pupils have differing needs. We therefore promote a culture of awareness, acceptance and inclusion.

We believe that all pupils have skills, talents and abilities which we have the responsibility to develop fully. To fulfil this, we aim to provide all pupils and staff with strategies and resources within a supportive environment, within a culture of high aspiration and achievement to enable each one to succeed in all areas of school life and beyond.

Compliance

This policy complies with the statutory requirements set out in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)** and has been written with reference to the following legislation, statutory guidance and documents:

- Children and Families Act 2014
- Equality Act 2010
- Equality Act 2010: Advice for Schools
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Special Educational Needs and Disability Regulations 2014, as amended
- SEND: Guide for Schools and Alternative Provision Settings
- Alternative Provision: Statutory Guidance (DfE, updated February 2025)
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- current JCQ Access Arrangements and Reasonable Adjustments regulations

This policy should also be read alongside relevant EBN Academy 2 and the Trust policies.

Aims

The aim of this policy and associated provision is to engage all learners (in particular those with SEND) with a clear focus on positive outcomes achieved through a culture of high aspiration and achievement. Our ultimate goal is to develop independent learners who are well prepared for moving forward in life with all of the skills required for achieving success in adult life.

To achieve our aims we will;

- identify and respond effectively to pupils' special educational needs;
- provide high-quality, inclusive and adaptive teaching alongside appropriate special educational provision;
- use the graduated **Assess, Plan, Do, Review** approach to plan and evaluate support;
- work in partnership with pupils, parents/carers, referring schools and other professionals;
- maintain high aspirations for pupils with SEND and support successful progression and preparation for adulthood.

SECTION 2 – IDENTIFICATION OF SEND

Definition of Special Educational Needs

In accordance with the Children and Families Act 2014 and SEND Code of Practice, a child or young person has special educational needs where 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:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

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

Broad Areas of Need

The SEND Code of Practice identifies four broad areas of special educational need:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health difficulties**
4. **Sensory and/or physical needs**

These areas are used to support identification and planning and should not be used as labels. Pupils may have needs across more than one area and their needs may change over time.

SEND within EBN ACADEMY 2

EBN Academy 2 is an Alternative Provision setting and a high proportion of pupils are referred following significant difficulties in accessing or successfully engaging with mainstream education.

All pupils are referred to EBN Academy 2 because of their inability to regulate themselves and thrive in a mainstream environment. They are K coded for SEMH and we give them the smaller classes and specialist provision to help them achieve their potential.

All pupils entering EBN Academy 2 undergo a comprehensive induction period and assessment of need.

Where assessment identifies SEMH or another learning difficulty or disability which constitutes a special educational need and requires special educational provision, the pupil will be recorded as:

- **SEN Support (K)**; or
- **Education, Health and Care Plan (E)** where an EHC plan is maintained for the pupil.

Assessment of Need

Assessment begins as part of the pupil's induction and may include:

- information from the pupil's referring school;
- existing SEN records, plans and EHC plans;
- literacy, reading and numeracy assessments;
- diagnostic assessment where appropriate;
- teacher assessment and observation;
- pupil voice;

- parent/carer views;
- attendance, engagement and pastoral information; and
- information from external professionals and agencies.

The Academy will seek to understand the pupil's strengths, aspirations and barriers to learning, as well as strategies and provision which have previously been successful.

Assessment is an ongoing process. Where information indicates that a pupil may have previously unidentified or additional SEN, the SENCO will coordinate further assessment as appropriate.

SEND and Other Barriers to Learning

EBN Academy 2 recognises that factors including poor attendance, English as an additional language, disadvantage, being LAC or previously LAC, family circumstances, health needs, safeguarding concerns or disrupted education may affect progress and engagement but do not, in themselves, constitute SEN.

Persistent disruptive, withdrawn or dysregulated behaviour may indicate an underlying need and will prompt assessment of possible contributory factors, including SEND.

Where a pupil has a disability, the Academy will fulfil its duties under the Equality Act 2010, including making reasonable adjustments.

SECTION 3 – MEETING PUPILS' NEEDS

High-Quality and Adaptive Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their classes, including where pupils receive support from Personal Coaches or specialist staff.

High-quality, inclusive and adaptive teaching is the first response to pupils who have or may have SEND.

Teachers will use their knowledge of individual pupils to adapt teaching, resources, communication and the learning environment to remove barriers to learning.

This may include:

- appropriate scaffolding and modelling;
- breaking learning into manageable steps;
- visual support;
- adaptation of language and resources;

- repetion, retrieval and overlearning;
- reasonable adjustments;
- consideration of communication and sensory needs;
- appropriate use of assistive technology;
- strategies identified within individual pupil profiles.

Adaptation should support access to ambitious learning rather than unnecessarily reducing expectations.

The Graduated Approach

Where a pupil has SEN, support will follow the **Assess, Plan, Do, Review (APDR)** cycle.

Assess

The Academy will develop a clear understanding of the pupil's strengths, needs and barriers to learning using information from the pupil, parents/carers, staff, previous settings and relevant professionals.

Plan

Appropriate outcomes, strategies, adjustments and provision will be identified and recorded in their provision plan. The pupil and parents/carers will be involved in planning and reviewing support as appropriate.

Do

Teachers retain responsibility for the pupil's learning and progress, including where interventions, mentoring or additional support are delivered by another member of staff.

The SENCO will support staff in implementing appropriate provision and strategies.

Review

The impact of provision will be reviewed regularly, considering progress towards agreed outcomes, pupil and parent/carer views, teacher assessment, engagement and relevant intervention information.

Provision may then be maintained, adapted, increased, reduced or ceased according to evidence of need and impact.

SEN Support

SEN Support at EBN Academy 2 is embedded within the Academy's specialist Alternative Provision model.

Depending upon identified need, provision may include:

- small teaching groups;
- enhanced pastoral support;
- adaptive teaching and individual reasonable adjustments;
- individual pupil profiles;
- targeted literacy and numeracy support;
- communication and interaction support;
- support for emotional regulation and engagement;
- targeted interventions;
- advice or intervention from external professionals.

The SEN register will be overseen and regularly reviewed by the SENCO.

SECTION 4 – EDUCATION, HEALTH AND CARE PLANS

Where a pupil has an Education, Health and Care Plan (EHCP), relevant staff will understand the pupil's identified needs, outcomes and provision.

EBN Academy 2 will work collaboratively with the pupil, parents/carers, commissioning school, Local Authority, and relevant professionals to ensure appropriate provision is delivered and reviewed.

The Academy will contribute to statutory annual reviews and provide evidence regarding progress, provision, current needs and preparation for the pupil's next stage.

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, the pupil has not made expected progress, the Academy may consider with parents/carers and relevant professionals whether an **Education, Health and Care needs assessment** should be requested.

A pupil does not have to progress through a fixed number of internal intervention stages before an EHC needs assessment can be considered.

SECTION 5 – ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher has overall responsibility for ensuring that the Academy fulfils its statutory duties towards pupils with SEND and will work with the SENCO and governance to determine the strategic development of SEND provision.

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for coordinating SEND provision across the Academy.

The SENCO will:

- oversee the day-to-day implementation of this policy;
- coordinate provision for pupils with SEND;
- maintain oversight of the SEN register;
- support identification and assessment of need;
- oversee the graduated APDR approach;
- advise and support staff;
- liaise with pupils, parents/carers and previous or future education providers;
- work with Local Authorities and external professionals;
- contribute to EHC needs assessments and EHCP reviews;
- support transition;
- contribute to staff professional development; and
- monitor and evaluate the quality and impact of SEND provision.

The Academy will ensure that the SENCO meets the qualification requirements applicable to the role.

Teachers

Teachers are responsible and accountable for the progress and development of pupils they teach.

Teachers will understand pupils' needs, implement agreed strategies and reasonable adjustments, provide high-quality adaptive teaching, contribute to APDR and communicate concerns where provision is not having the intended impact.

Support Staff and Personal Coaches

Support staff and Personal Coaches will work collaboratively with teachers and the SENCO to implement agreed provision, support engagement and develop pupils' independence.

SECTION 6 – WORKING WITH PUPILS, FAMILIES AND PROFESSIONALS

Pupil Voice

All pupils will be actively involved in decisions about their education and support.

From their first day, the Academy will seek pupils' views about their strengths, aspirations, barriers to learning, successful strategies, support and progress.

Pupil voice will inform individual planning, APDR and EHCP review processes.

Appropriate adjustments will be made to enable pupils to participate meaningfully.

Parents and Carers

EBN Academy 2 recognises the value of parents and carers as important partners.

The Academy will listen to their knowledge and concerns, communicate information about identified SEND and provision, and involve them appropriately in planning and reviewing support.

External Agencies

Where appropriate, the Academy will seek advice and support from external professionals and services.

These may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, health professionals, specialist teaching services, Local Authority SEND services, social care and other appropriate agencies.

Multi-agency involvement will be based upon individual pupil need and intended outcomes.

SECTION 7 – TRANSITION AND PREPARATION FOR ADULTHOOD

Transition is particularly important for pupils within Alternative Provision.

EBN Academy 2 will work with pupils, families, referring schools, receiving settings, Local Authorities and other professionals to support effective transition:

- into EBN academy 2;
- into post-16 education or training; and
- into employment or other appropriate destinations.

Relevant SEND information, successful strategies, reasonable adjustments and provision will be shared appropriately and securely.

The Academy will maintain high aspirations and, according to pupils' age and stage, support preparation for further education, employment, independence, community participation and adult life.

SECTION 8 – EXAMINATION ACCESS ARRANGEMENTS

EBN Academy 2 will identify pupils who may require examination access arrangements or reasonable adjustments.

Arrangements will be made in accordance with the **current JCQ Access Arrangements and Reasonable Adjustments regulations**.

Where required, arrangements will:

- be based upon evidence of need;
- reflect the pupil's normal way of working;
- be supported by appropriate assessment and evidence; and
- be applied for and implemented in accordance with JCQ requirements.

The SENCO will work with the exams team, teachers and appropriately qualified assessors to ensure that arrangements are identified, evidenced and implemented appropriately.

Having SEND or an EHCP does not automatically entitle a pupil to a particular examination access arrangement.

SECTION 9 – SAFEGUARDING, MEDICAL NEEDS AND ACCESSIBILITY

EBN Academy 2 recognises that pupils with SEND may face additional safeguarding vulnerabilities and barriers to recognising or reporting abuse.

Staff will follow the Academy's Safeguarding and Child Protection Policy and current **Keeping Children Safe in Education** statutory guidance. Safeguarding concerns will not be assumed to be a consequence of a pupil's SEND, disability or behaviour.

Medical needs, disability and SEND may overlap but are not interchangeable. Pupils with medical conditions will be supported in accordance with the Academy's relevant policy and statutory guidance.

The Academy will make reasonable adjustments for disabled pupils and will work to improve access to the curriculum, physical environment and information in accordance with its duties under the Equality Act 2010 and its Accessibility Plan.

SECTION 10 – MONITORING AND EVALUATION

The SENCO and senior leaders will monitor the quality and impact of SEND provision.

Evidence may include:

- pupil progress and outcomes;
- APDR and individual provision plans;
- learning walks and book scrutiny;
- attendance and engagement;
- intervention information;
- pupil voice;
- parent/carer voice;
- staff voice;
- EHCP provision;
- transitions and destinations;
- relevant quality assurance activity.

Evaluation will focus not simply on whether provision has been delivered, but **whether it is making a positive difference to the pupil**.

Findings will inform individual provision, staff development and Academy improvement priorities.

The appropriate governance body will provide oversight, support and challenge regarding the quality and impact of SEND provision.

SECTION 11 – SEN INFORMATION REPORT

The Academy will publish an **SEN Information Report** on its website in accordance with the Children and Families Act 2014 and Special Educational Needs and Disability Regulations 2014.

The report will explain how this policy is implemented in practice and provide the information required by the Regulations.

The SEN Information Report will be reviewed and updated in accordance with statutory requirements and when significant changes are made to provision.

SECTION 12 – COMPLAINTS

Concerns about SEND provision should, wherever possible, initially be discussed with the appropriate member of staff and/or SENCO so that they can be resolved promptly.

Where concerns cannot be resolved informally, parents/carers may use the Academy's formal Complaints Policy.

Matters relating specifically to statutory EHC processes may be subject to separate Local Authority, mediation and/or First-tier Tribunal (Special Educational Needs and Disability) procedures.

SECTION 13 – POLICY REVIEW

This policy will be reviewed in accordance with the Trust's policy review cycle and sooner where:

- legislation or statutory guidance changes;
- significant changes are made to Academy provision; or
- monitoring and evaluation identify that amendment is required.

The SENCO will maintain oversight of developments in national SEND and Alternative Provision policy and advise senior leaders and governance where changes to policy or practice are required.