THE

ADEYFIELD ACADEMY

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Special Educational Needs and Disabilities (SEND) Policy

Date: **September 2026**

Review Date: **September 2027**

Co-ordinator: **Ms J Day**

Signed by…….……. Dawn Mason (Headteacher)

Signed by…….…….. Kim Bristow (Chair of Governors)

The aim of this policy, in line with The Adeyfield Academy Equality Policy and Accessibility Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2024

The Adeyfield Academy is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student with the best possible environment for learning. We acknowledge that some students may have difficulties with their learning at some time during their school life and every student will be helped to try to overcome these.

1. Partnership with Parents/Carers

The school firmly believes in developing a strong partnership with parents/carers that enables students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The school recognises that parent/carers have a unique overview of their child's needs and how to support them, and that gives them a key role in the partnership.

2. The SEND Code of Practice

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs following the Identification and Assessment of Special Educational Needs. The following pages set out the model and provision that The Adeyfield Academy will provide in line with the SEND Code of Practice 2024 which can be found below;

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

3. Aims of the Special Educational Needs and Disability (SEND) Policy

In line with Hertfordshire County Council's Local Offer, The Adeyfield Academy has a graduated approach to SEND and aims to provide all students with strategies for dealing with their needs in a supportive environment. In particular, we aim to:

- Ensure that all students, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- Ensure high aspirations for all students
- Deliver high quality teaching and adaptation to all
- Enable each student to experience success and fulfill their potential
- Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- Identify, assess, record and regularly review students' progress and needs
- Involve parents/carers in planning and supporting all stages of their child's development where appropriate
- Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum

4. Special Educational Needs and Disabilities

A child has special educational needs if she or he has barriers / needs or challenges that affect their ability to learn at any time that call for special educational provision to be made.

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (see separate Accessibility Plan)
- A student has 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 day-to-day activities.
- Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL)

5. Identification and assessment

At The Adeyfield Academy we adopt a whole school approach to SEND policy and practice. Students identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEND when they arrive at The Adeyfield Academy the following takes place:

- Careful liaison with their previous school to ensure that the transition process is effective, and the individual's needs are met when they enter The Adeyfield Academy. This includes attending Education Health Care Plan review meetings where relevant/possible.
- The Special Educational Needs Coordinator along with Head of Year, Subject Leaders and class teachers, monitors their progress carefully.
- Joint working with the student and the parent/carers to develop joint learning approaches
- Staff receive regular training to ensure every child's need is met.

The Adeyfield Academy's principle of inclusiveness means that all teachers are well equipped to deliver high first quality teaching to students with SEND. Teaching students with SEND is a whole- school responsibility requiring a whole school response. Other students may be identified as having SEND at any time through the SENCO, class teachers and pastoral team working closely together. Early identification of students with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- Year 6 Key Stage 2 SATs
- Leadership meetings with all year 6 students transitioning to The Adeyfield Academy
- Additional transition sessions prior to whole cohort day
- Nurture program/Inclusion breakfast club
- Records from previous schools
- Key Stage 3 standardised assessments (CATS; Cognitive Ability Testing)
- Admissions meetings
- Joint working with the Student and Parent/Carer
- On-going assessment by class teachers and the pastoral team
- Standardised screening and assessment tools
- Reading and spelling assessments to evaluate effectiveness of provision
- Evidence obtained by teacher observation and assessment
- Student performance in the curriculum judged against level/grade descriptors
- External exam results

6. SEND Provision

All children and young people at The Adeyfield Academy with SEND have access to inclusive high- quality first teaching/support that meets their needs. The main methods of provision made by The Adeyfield Academy are:

- Full-time access to curriculum in classes, with additional help and support from the class teacher through an adapted curriculum
- In-class support from staff attached to year group (HLTA/TA) where available
- High quality teaching and high aspirations
- A range of reading/literacy programs and interventions
- Personalised 'Individual Learner Profiles' which include individual strategies and student voice
- Support from a range of external professionals
- Access to individual support and activities within The Thrive Hub
- A homework club for students with SEND in The Learning Resource Centre with support from staff.

Please note this is not an exhaustive list.

7. Categorisation of Need

The SEND Code of Practice 2024 describes the four broad areas of need that your child could be identified as having:

- Communication and Interaction: e.g. speech and language difficulties and autistic spectrum disorders
- Cognition and Learning: e.g. specific learning difficulties
- Social, Emotional & Mental Health Difficulties: e.g. ADHD, Anxiety, emotional wellbeing
- Sensory &/or Physical Needs: e.g. hearing, visual or physical disability

8. Our Graduated Response

Action relating to SEND support will follow the four stages of the Graduated Response - 'Assess, Plan, Do, Review'.

After assessment, if a school decides to provide a student with SEND support, parents/carers will be informed formally. We will liaise with parents and carers regularly to discuss interventions, support and their child's progress so that we can continue to adapt and provide support that will continue to help the student to achieve. In addition, we will work closely with the parent and the student to ensure that within the plan there are clear responsibilities identified for The Adeyfield Academy, the parent, and the student.

9. SEND Provision

At The Adeyfield Academy there are 3 tiers of provision for students:

- Tier 1 - Universal - Adapted quality first teaching/support is provided in lessons by the class teacher to ensure progress is made. (This is described as 'ordinarily available')
- Tier 2 - Targeted - Student fails to make appropriate levels of progress under tier 1 provision and individual targeted provisions are put in place by the SENCO/team to ensure that progress is made.

- Tier 3 - Specialist - Student fails to make appropriate levels of progress under Tier 2 provision and external agencies may become involved to provide additional support to ensure progress is made.

10. Additional support outside of The Adeyfield Academy

External Support Services play an important role in supporting the school to identify, assess and make provision for students with SEND:

- The school may also seek advice from the Child and Mental Health Service (CAMHS)
- Speech and Language Services/Autism and Communication teams if required to support students with SEND. A range of specific need services may contribute to the applications for assessment Educational, Health & Care Plan
- To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, professionals' meetings, which involve representation from all appropriate external agencies, are arranged
- The school liaises with YC Herts regarding all students with SEND
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Travelling community / Refugee specialist advice service

11. Education Health and care Plans (EHCP)

EHCP are for students with complex, life-long and sustained needs. EHC plans can remain in place to support children and young people up to the age of 25.

The Adeyfield Academy has a member of the SEND team dedicated to additional support for young people with EHC plans. All Year 9 & Year 11 transition reviews for young people, will include outcomes to reflect preparation for a range of professionals to ensure high quality plans are in place and parents/carers and students continue to be fully supported.

11.1 Requests for Education and Health Care Plan Assessments

For a student who is not making adequate progress, despite SEND support and in agreement with the parent/carer. A request that the Local Authority make a statutory assessment can be made by any service supporting the young person or by the parent/carer. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request.

12. Supporting Students at school with Medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students may also have special educational needs (SEN) and may have an Educational Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

*Please see the Supporting Students with Medical Conditions Policy/Annual SEND report and Accessibility Policy on our website or the SEN Code of Practice for further guidance and information.

13. Hertfordshire Local Offer

Hertfordshire has developed a 'local offer' for young people and families of children with SEND.
The Hertfordshire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHC plan).

More information on the Hertfordshire Local Offer can be found at:
https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx

In addition, at The Adeyfield Academy our School Information Report provides parents/carers with all the information they need regarding our SEND provision. This can be found on our website.

14. Admission Arrangements

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students with an Education, Health & Care Plan (EHCP) will be accepted, following a consultation process, unless the school is unable to meet the identified needs. Please note that students who have an EHCP are allocated school places through a separate process and the application will be handled by your SEN Officer in the local special needs team.

https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/secondary-and-upper-schools/secondary-and-upper-school-places.aspx

15. The role of the Special Educational Needs Coordinator (SENCO)

- To ensure adherence to the principles and procedures outlined in the Code of Practice
- Overseeing the day to day operation of this policy
- To ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- To line manage the Inclusion Team (Inclusion SEMH coordinator, HLTA's and TA's)
- Oversight of the provision for students with SEND
- Liaising and giving advice to staff who support SEND students
- Contributing to the in-service training of staff
- Liaising with parents/carers
- Liaising with external agencies, Health and Social Services and YC Herts
- Analysing school performance data and deducing trends and issues that feed into improved provision for student achievement
- Ensuring that robust procedures are in place to monitor, review and evaluate learning outcomes and the quality of provision in the department

The SENCO is Ms J Day, Associate Assistant Principal. dayj@adeyfield.aetrust.uk

16. The role of the Inclusion Mental Health and Wellbeing lead

- To work closely with the SENCO to effectively plan and deliver The Adeyfield Academy's SEMH provision
- To support all stakeholders with advice/strategies/specialist referrals relating to SEMH
- Coordination of the provision for students with SEMH

- To support a range of assessments to determine possible needs
- To work with the SENCO to provide access arrangements for student examinations

17. The role of Teaching Assistants

- To provide support in class
- To run Breakfast, break, Lunch and Homework Clubs
- To provide support in exams and tests as appropriate, e.g. as a reader or scribe
- To run 1:1/small group interventions, e.g. Literacy interventions, social skills groups etc.
- To provide literacy/reading interventions during tutor time
- To act as support for a designated year group

18. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria will not discriminate against students with SEND
- Ensuring that provision of a high standard teaching/support is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the SEN Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy The SEND Governor is Linda Patterson

19. SEND Policy Review

The Adeyfield Academy considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

20. Arrangements for Complaints

Should students or parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with a class teacher/form tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather then rushing the discussion before or after school. In the event of a formal complaint, parents should follow the procedure in the school's complaints policy which can be found on the website.

21. Storing and Managing Information

Documents may be stored as electronic images or paper documents. Paper documents are kept in secure, lockable, fireproof cabinets. Access to electronically stored information is restricted to those members of staff who require access via the software security system.

General documents and records are retained until the young person reaches the age of 25 (as recommended by Information and Records Management Society document, "Records Management Toolkit for Schools" 2019). At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to other educational establishments at key transition points or if a student relocates to another school.