


# WALTON PEAK FLYING HIGH ACADEMY



<b>Approved by the Governing Body:</b>	<b>20/10/25</b>
<b>Review Date:</b>	<b>01/10/26</b>
<b>Signed Chair of Governors:</b>	

## SEND POLICY

***We believe an inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning. This policy has been assessed using our Initial Equality Impact Assessment to ensure that it does not have an adverse effect on gender or disability equality.***

This policy has been written in accordance with:

- The Code of Practice 2015

Additional information relating to SEND can be found on our school website,

[www.waltonpeakfha.co.uk/send/](http://www.waltonpeakfha.co.uk/send/)

## Position Statement

At Walton Peak Flying High Academy we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every young person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential.



## Definition

'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 him or her.'

*(Department for Education, 2015, xiii, SEND Code of Practice: 0-25 years)*

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'

*(Department for Education, 2015, xv, SEND Code of Practice: 0-25 years)*

We maintain records of all pupils who have additional learning needs. This is shared with all staff so that they are aware of those who need additional support in lessons and work can be adapted as necessary.

The Code of Practice (2015) defines SEND under four broad categories of need, which are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

## Admissions

Walton Peak Flying High Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## **Roles and Responsibilities**

### The class teacher

Responsible for:

- Checking on pupil progress, identifying, planning and delivering any additional help pupils may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCO) know as necessary.
- Writing Individual SEND Support Plans which include pupil and parent views.
- Identifying and reviewing targets and support for SEND pupils with a SEND Support Plan at least half-termly. Any provision made that is additional to and different from usual classroom provision is outlined on these plans.
- **Sharing these plans with parents three times per year – October, February and June.**
- Adapting lessons where required to meet individual needs.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Reporting on annual progress via a written report.

### Special Educational Needs Co-ordinator (SENDCo)

Responsible for:

- Developing and reviewing the school's SEND policy.
- Developing and reviewing the school SEND Report.
- Co-ordinating the support for pupils with SEND.
- Ensuring our SEND pupils and their parents are listened to so that their voice is heard, and they are able to achieve the best progress possible.
- Liaising with class teachers to monitor pupil progress to arrange further or different provision if progress is slower than expected.
- Liaising with the other people who may be coming into school to help support learning, e.g. Speech and Language Therapy.
- Updating the school's SEND records and facilitate sharing of information about SEND pupils.
- Coordinate allocation of school resources including TA support.

### Headteacher.

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for pupils with SEND.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

### SEND Governor

Responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

## **Identification & Assessment**

The identification of SEND pupils is built into the whole school assessment cycle which takes place at the end of **each half term**. Those who are making less than expected progress are highlighted as part of the school's Pupil Progress Meetings. These take place with class teacher, senior school leaders and the SENDCO.

Less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from a similar level.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between them and their peers.

However, just because a child is highlighted in these meetings, it doesn't mean that they are

automatically added to the SEND register. There could be numerous reasons why a pupil isn't making expected progress and this needs to be carefully unpicked. Usually, a child will be added to the MAC register at this point so that they can be closely monitored. If, after monitoring for 2 cycles of assess, plan, do, review, a child continues to raise concerns, then a discussion will be had with parents/carers and the child may be added to the SEND register.

This also doesn't mean that children aren't identified outside this set period. Children are also identified through monitoring and through discussions with both families and staff, who follow a flow chart of support, which identifies the best route of support given individual circumstances/needs.

At this time various factors may be considered including:

- progress over time
- attainment
- standardised tests
- teacher observation
- information and advice from other agencies
- views of the pupil
- views of the parent

In deciding whether to make specialist provision, the teacher and SENDCO will consider all the information gathered, linking with external agencies and professionals where appropriate. Early on in this process discussions are held with the pupil and their parents to establish areas of strength and difficulty as well as noting parent's concerns. Agreed outcomes are sought and next steps planned.

To support with the identification of SEND, the school will access a range of materials and tools including:

- diagnostic tests
- observational checklists
- observing and recording responses in different environments
- identifying strengths and weaknesses
- identifying learning rates and learning styles

The school may also seek the advice and support of professionals outside the school. This may be from:

- Local Authority ISAS team.
- Educational psychologists.
- Outside agencies such as the Speech and Language Therapy (SALT) Service or Child and Adolescent Mental health Service (CAMHs)

## **Provision**

In order to meet the learning needs of all pupils, teachers adapt learning.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

### 1) Class teacher input via Quality First Teaching (QFT).

- The teacher has the highest possible expectations for all pupils in their class.
- Teaching is built on what a pupil already knows, can do and can understand.
- Different ways of teaching are in place, so that all pupils are fully included and engaged in learning. This may include more practical ways of learning.
- Specific strategies (which may be suggested by the SENDCO or other specialists) are in place to support children to overcome the barriers preventing them from accessing learning.
- Identified gaps in understanding/learning are addressed through daily teaching.

### 2) Intervention which may be:

- Run in or outside of the classroom
- Run by a teacher or a teaching assistant (TA)
- Access to specific areas of the school – i.e The Bubble

### 3) Specialist support from professionals not based in school

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- The ISAT team
- Outside agencies such as the Education Psychology Service (EPS).
- Access to specific areas of the school – i.e The Nest.

### 4) Individualised support via an Education Health and Care Plan (EHCP)

## **Targets and Action Plans**

### Person Centered Planning Meetings

All pupils on the SEND register will have a SEND Support Plan, which sets out personalised targets and actions needed to achieve these. Pupil and parent views are sought through review meetings three times per year (October, February and June). These inform the writing of class Provision Maps. For pupils with an EHCP, provision will reflect the recommendations in the plan.

### SEND Support Plans

SEND Support Plans are created with school staff, pupils and parents. These are used to share key information about SEND pupils and are revisited and reviewed throughout the year as well as part of the transition process to a new class or school.

### Provision Maps

Targets for SEND pupils are identified on the Provision Maps which teachers generate once each term. Any provision made that is additional to and different from the usual classroom provision is outlined on these plans.

## **Monitoring Pupil Progress**

The progress of SEND pupils is carefully monitored through the whole school assessment cycle. SEND pupil progress is tracked and discussed at Pupil Progress Meetings which take place at the end of each term. Progress is the crucial factor in determining the need for additional support.

We consider the needs of the whole child and record both academic progresses, along with the development of holistic and lifelong skills.

## **Graduated Response**

The school adopts the levels of intervention as described in the SEND Code of Practice, 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support – adding the pupil to the SEND Support register.

The school will complete an Inclusion Fund request when, despite an individualised programme of sustained intervention within SEND Support (at least 2 cycles of assessment, plan, do, review), the pupil remains a significant cause for concern.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support which is informed by other professionals ie the school ISAT/educational psychologist, the pupil remains a significant cause for concern. A Statutory Assessment may lead to an Education Health and Care Plan, when an integrated approach from social care, health and education is required to meet their complex needs. A Statutory Assessment might also be requested by a parent or outside agency.

## **Education, Care and Health Plans**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. EHCPs must be reviewed annually. The SENDCO will usually organise these reviews and invite:

- The pupil's parent(s)
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- Any other person the SENDCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the SEND Code of Practice, the SENDCO will complete the annual review process through The Hub (online platform). The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

## **Record Keeping**

The class teacher is responsible for maintaining and updating pupil records on a day-to-day basis. The SENDCO maintains central records and co-ordinates the sharing of information amongst professionals, staff, and parents.

All SEND records for individual children giving details of all referrals, involvement of external agencies, medical assessments, LA correspondence etc. are stored centrally within school. These are available to parents on request. Pupil records are passed onto new schools as part of the transition process.

**Complaints**

Please see the schools' complaints policy found on the school website.

Date: September 2025

Review Date: September 2026

Head Teacher.....

SENDCO 

Chair of Governors.....

## **APPENDIX 1 - External Agencies**

SSSEN	Support Service for Special Educational Needs (learning)
SSVI	Visually Impaired Support Service
SSHI	Hearing Impaired Support Service
SSPI	Physical Impairment Support Service
EP	Educational Psychologist
AO	Autism Outreach
SALT	Speech and Language Therapy
OT	Occupational Therapy
PT	Physiotherapy
School Health	School Nurse & School Doctor
Local Health Authority	Consultant Paediatricians and GPs, Social Services
CAMHs	Child and Adolescent Mental Health Services
DIAS	Derbyshire Information, Advice and Support