Wigmore Academy Trust

2026-27

SEND Policy

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood from Wigmore High School
    - Communicate with, and involve pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Vision and Values

Wigmore School Academy Trust is an inclusive learning community that provides all pupils with a broad and balanced curriculum. We want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults that are able to contribute to society. We believe that every child should feel valued, included and able to participate fully in school life. SEND provision is viewed as part of our wider commitment to inclusive education and ensuring that all pupils achieve and thrive alongside their peers. Our vision and values are set out on the school website and embedded in all our actions and interactions with pupils.

We have high aspirations for all pupils at Wigmore School and none more so than those with Special Educational Needs or Disabilities.

Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Educational Needs and Disabilities (SEND)

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

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

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.

Disability

Pupils are 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 do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The Four Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

1) Communication and Interaction

Pupils 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 do not understand or use the social rules of communication.

Some autistic pupils and pupils with speech, language and communication needs may experience barriers relating to communication, interaction and social understanding. The Trust recognises the importance of early identification and intervention and adopts a strengths-based approach which values neurodiversity and seeks to remove barriers to learning and participation.

At Wigmore Primary School, we have adopted a SHREC approach (Share, Help, Repeat, Engage and Challenge) which promotes high-quality interactions, explicit vocabulary instruction and meaningful opportunities for discussion across the curriculum. At Wigmore Academy Trust, we recognise that communication and language underpin learning, wellbeing, inclusion and future success. We are committed to creating vocabulary-rich learning environments where pupils are supported to develop their speaking, listening, understanding and expressive language skills.

2)Cognition and Learning

Pupils with learning difficulties may learn at a different pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

3)Social, Emotional and Mental Health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences or trauma

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

4)Sensory and/or Physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment such as needing a wheelchair

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

The SENCO

The SENCO at our High School is: Mrs K Mayglothling

The SENCO at our Primary School is: Mrs R Williams

The Assistant SENCO at the Primary School is Mrs. M Tarling

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the executive headteacher and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the executive headteacher and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the executive headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the executive headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the executive headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Board of Trustees

The trustees are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents or carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from Year 7 until Year 11 are provided with independent careers advice

The SEND Link Trustee

The SEND link trustee is Emma Gorbutt

The SEND trustee will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the trustees on this
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Executive Headteacher

The Executive Headteacher Dr Rob Patterson

They will:

- Work with the SENCO and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent/carer, the pupil and the school

Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

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

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings where appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND Information Report

The school publishes a SEND Information Report (Primary and High) on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying Pupils with SEND and Assessing their Needs

We will assess each pupil's physical needs, current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Attendance

The Trust recognises the strong relationship between SEND and attendance. Where attendance concerns arise, staff will consider whether unmet special educational needs, emotional wellbeing needs or barriers to inclusion may be contributing factors and will work with families to identify appropriate support.

Consulting and Involving Pupils and Parents/Carers

We will have an early discussion with the pupil and their family when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the family concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify the family when it is decided that a pupil will receive SEND support.

When a pupil is added to the SEND register, the school will continue to communicate with the family through the following avenues:

- Consultation with parents following assessment of Special Educational Needs
- Parent evenings and drop-in sessions
- School reports
- Discussions with SENCO or Class Teacher
- Discussions with your child

From time-to-time information is sent home on how to support your child with various aspects of their learning. These work alongside activities we are doing in school and provide an opportunity to work to enhance this.

For pupils with SEND at the Primary, parents/carers are sent their child's One Page Profile and Support Plan to comment on and agree. At the High school, the Individual Plan, (IP) is shared with parents and reflects their insight into the child's needs as well as the school. There is the opportunity for further discussion with

the Class Teacher or Assistant SENCO or SENCO. Parents/carers are encouraged to contribute to their child's One Page Profile or IP, which gives an overview of their child.

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and will be made accessible to staff.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support

School-based SEND provision

The Trust is committed to ensuring that ordinarily available inclusive provision forms the foundation of support for all learners. Reasonable adjustments, adaptive teaching strategies, scaffolds and inclusive

classroom approaches will be implemented as part of quality-first teaching before considering more specialist interventions.

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with ordinarily available provision.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEND provision

Effectiveness in terms of progress is evaluated through data monitoring by the Senior Leadership Team and Subject Leaders/Head of Subject through the whole school tracking system (and through pupil progress meetings held termly with Class Teachers in the Primary School). The school invites comments from parents/carers on report reply slips and through questionnaires. The SENCO and Executive Headteacher meet regularly to discuss the effectiveness of SEND support.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after half a term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Support Plans to measure progress (Primary)
- Holding Annual Reviews for pupils with EHC plan

Expertise and Training of Staff

Teachers and Teaching Assistants benefit from the whole school CPD programme. Individual training needs are identified through skills audits, lesson observations and direct requests. These are then catered for through our CPD Programme, other training providers and through in-house twilight sessions.

- We actively promote the sharing of good practice in school and between schools and have strong links with schools across the county.
- SEND focused training is provided for specific staff to deliver targeted interventions such as Emotional Literacy Support from an Emotional Literacy Support Assistant (ELSA), Little Wandle Keep Up and Catch Up; a reading intervention, Mastering Number; a mathematic teaching strategy and the Nuffield Early Language Intervention (NELI); a communication and language intervention.
- Staff receive training in communication and language development, vocabulary instruction and evidence-informed approaches that support pupils with speech, language and communication needs.

The Trust recognises that strong language development underpins achievement across the curriculum.

- Other training may be related to the specific SEND of an individual pupil.

The SENCO (at the Primary and the High School) holds the mandatory National Award for SEND Coordination in accordance with current statutory requirements. The Assistant SENCO at the Primary School is working towards the National Award for SEND Coordination.

Links with External Professional Agencies

Wigmore Primary and High School have links with a range of external agencies and professionals. We engage with all professionals who are relevant to the needs of individual children within our school, including:

- Behaviour Support Team
- School Nurse
- GP
- Paediatricians
- CAMHS Child and Adolescent Mental Health Services)
- Speech and Language Therapists
- Specialist Advisory Services, e.g. 'Specialist Teacher for Complex Communication Difficulties'
- Occupational Therapists
- Physiotherapists
- Social Workers
- Educational Psychologists
- Play Therapists
- Child Development Centre (Multi-agency assessment)
- PASS (Physical and Sensory Service) for hearing and visual impairment
- Early Help
- MASH (Multi Agency Safeguarding Hub)
- Child and Family Support Worker
- Counsellors

Admission and Accessibility Arrangements

We are committed to supporting pupils with SEND. Our Admissions Policy for Wigmore School Academy Trust can be located on our website. The Accessibility Plan can also be found on our website.

Admission Arrangements

- Prospective pupils with a disability and prospective pupils with SEND may have additional transition support
- Children with an Education Health and Care plan (EHCP) where Wigmore School is named in the EHCP will be admitted before any other places are allocated
- The trustees are responsible for the School's admissions criteria. Wigmore School will work in collaboration with the Local Authority in ensuring strict adherence to the national Code of Practice for Admissions within the local context. The school will exercise the right of an Academy School, within the remit of the Code of Practice, to establish its own admission preferences for students.

Accessibility Arrangements

The Accessibility Plan can be found on our website. This identifies how we ensure pupils with SEND are supported effectively by providing pupils with access to our schools.

Complaints about SEND Provision

Complaints about SEND provision at the Nursery and Primary should be made to the Head of School/SENCO, Mrs R Williams in the first instance.

Complaints about SEND provision at the High should be made to the Assistant Headteacher/SENCO, Mrs K Mayglothling in the first instance. They will then be referred to the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term (and via updates)
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by Rebecca Williams (SENCO) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the trustee board.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour Policy
- Equality Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding, Child Protection and Child on Child Abuse Policy
- Complaints Policy
- SEND Information Reports

Person Responsible	Rebecca Williams
Last Updated	September 2026
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