Special Educational Needs and Disability (SEND) Policy

2026/27

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1. Introduction

At Stone Soup Academy, we are committed to providing an inclusive education for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to ensure that all pupils achieve their full potential, regardless of their needs or disabilities.

2. The Legal Framework and Aims

2.1 **The Legal Framework**

The SEND Policy takes careful account of the statutory provisions covering SEND, which are:

- The Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Special Educational Needs Code of Practice 0-25: 2015
- This policy also complies with our funding agreement and articles of association.
- 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.

2.2 **Definitions**

Special Educational Needs:

This policy draws on the definition of Special Educational Needs and Disabilities (SEND) from the Special educational Needs Code of Practice 0-25 (2015).

A student has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

Needs are categorised into four key areas, as detailed in the SEND Code of Practice 2015:

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

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.

A student **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught. We recognise that many students will have additional needs at some time during their educational career, which may not be deemed to be ongoing, and may only be short term. It is also recognised that some students will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

Disability:

The Equality Act 2010 defines **disability** as a 'physical or mental impairment that has a substantial and long term effect on the ability to carry out normal day to day activities.'

A physical or mental impairment can include sensory impairments, medical conditions, learning disabilities, mental health conditions, autism, speech and language impairments, and more. There is no requirement for a formal diagnosis, though this is likely to help as evidence of the impairment.

Long term means a year or more, and **substantial** means more than minor or trivial.

Progressive Conditions;

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis, for e.g., are protected by the Disability Act from the point of diagnosis. People with certain visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being defined as a disability, e.g. addictions to non-prescribed substances.

Children and young people who have a disability do not necessarily have SEN, however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act 2010 children and young people who have SEN may have a disability that is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day – day activities.

The Equality Act 2010 underpins how we protect people at Stone Soup from unfair treatment. The act covers: admissions, exclusions, how education is provided to disabled students and accessibility.

2.3 Aims

We aim to

- ensure that all students have access to a broad and balanced curriculum
- provide learning which is personalised according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the academy
- encourage students with SEND to take as full a part as possible in all academy activities
- educate students with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for students with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision.

- support all students to become confident individuals living fulfilled lives.
- support all students to successfully transition into adulthood.
- support all staff understand and consistently implement the SEND policy.

2.4 Procedural objectives

- A designated person (SENCO) is responsible for coordinating and overseeing the SEND provision within the Academy
- All students at SSA are placed on the SEND Register
- All teachers are teachers of students with SEND
- Students' SEND needs will be identified as early as possible
- Details regarding the SEND of students will be treated with appropriate levels of discretion and confidentiality
- The SENCO, teachers, student and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers

3. Roles and responsibilities

3.1 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings to ensure high quality education and support for all
- Publish the SEND Information report annually
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Have regard to the requirements of SEND Code of Practice 2015

3.2 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Will work with the Local Authority in drawing up and keeping under review the Local Offer (Code of Practice 3.66)
- 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 SEN, and incorporate this into the school's plan for continuous professional development

3.3 The SENCO

The SENCO will:

- Work with the Headteacher and SEND governor 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 coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with parents of students with SEND
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the SEND register
- Ensure the school keeps the records of all students with SEND up to date
- Manage a range of resources, human and material

3.4 Teaching and Support Staff

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with the Engagement Team and specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Giving feedback to parents/ carers of students with SEND
- Ensuring they follow the SEND policy

4. Admissions and Special Educational Needs and Disabilities

4.1 Admission and Exclusions

Stone Soup Academy's admission arrangements are detailed in the Admission's Policy.

For a student with an EHCP plan, the academy will consider admission unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the student
- The attendance of the student would be incompatible with the efficient education of others, or the effective use of resources

Exclusions

Students can only be excluded for disciplinary reasons: they cannot be excluded because the academy cannot meet their needs

4.2 Facilities for Students with SEND

The academy has a SEND team who provide 1-1 and small group interventions, as well as advising staff on strategies to support students.

The academy has a sensory room and immersive room.

4.3 Access for People with Disabilities

Stone Soup Academy will make reasonable adjustments to ensure disabled people are not discriminated against. Law does not define what is reasonable, and a school must take into account: cost, practicality, effectiveness of the adjustment, effect on student's health and health and safety considerations.

Stone Soup Academy has two sites, Milbie House and High Pavement. The majority of both sites are accessible to people with mobility issues.

Adjustments to timetables are made to ensure access to rooms near the lifts and accessible toilets. For further details, see the Academy's Accessibility Plan.
https://stone-soup-academy.s3.amazonaws.com/uploads/2024/25/Accessibility-24-2725.pdf

Reasonable adjustments and exam access arrangements are put in place for students who meet the criteria set out by the Joint Council for Qualifications (JCQ), for further details see the Exam Policy.

5. Identifying, Assessing, Supporting and Reviewing procedures for SEND

5.1 The types of SEND

Stone Soup Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Anxiety, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate Learning Difficulties

5.2 Identifying students with SEND and assessing their needs

On admission to SSA:

- All students are placed on the SEND register, with SEMH identified as the main need, in addition to any existing category of need
- Students' current skills and levels of attainment are assessed.

Class teachers will make regular assessments of progress for all students, including progress in areas other than attainment, for example, social needs, and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress

Slow progress and low attainment will not automatically mean a student has an additional SEND need.

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 student and their parents. 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. In the absence of a formal diagnosis, the Academy will not assume a disability or medical condition but will aim to support the individual needs of a student.

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

1. **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/carers 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.

2. **Plan**

In consultation with the parents/carers 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

and will be made accessible to staff in a pupil profile. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

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

Where the plan involves group or 1-to-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.

4. **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/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- The student's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

All students are supported with the transition to post 16 education through SSA careers support, PSHE lessons and visits. Some students with SEND will have additional supported visits to college and training providers, and induction sessions.

6. Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- GCSE/ Functional skill booster sessions for English and maths
- Accelerated Reader
- Literacy intervention 1-1, e.g. Dyslexia Gold.
- Group literacy sessions, e.g. Forest Academy, National Literacy Project – Girl's literacy
- Numeracy intervention
- Specialist equipment, e.g. coloured overlays, coloured text books, reading pens, screen reader, QR readers
- Audio marking and feedback.
- Reasonable adjustments to practices and procedures, equipment and access to building
- After School 1-1 and group revision sessions
- Off site educational provision e.g. Multi-skills.
- Informal drop in sessions with subject staff
- Social and Communication skills 1-1 and small group
- Emotional Regulation sessions 1-1 and small group
- Virtual Reality to support engagement and learning strategies
- Transition programmes

To support students with attendance and engagement, students have access to:

A Personal Coach who provides daily targets and contact home which are tracked
Class dojo: staff award points throughout the day. The points are converted into prizes for student of the day, student of the week. Students can earn money which is banked. Parents are linked to Dojo live and can see how their child is progressing throughout the day
Postcards home for positive praise
Time out provision and mentoring support
Off site engagement and enrichment activities on a weekly basis: ice skating, football, cookery, boxercise, rounders
Careers additional support programmes, visits to Trent University,
Projects with local businesses: Experian, HMRC, Crowne Plaza, Trent Bridge, Nottingham Forest.
National projects: e.g. Stand up to Knife Crime,
Inclusion strategy to re-engage students who are not meeting expectations.
Suits Day and celebration event for year 11 leavers at the Broadway Cinema with students, parents and community representatives.

- School Council
- Residential educational visits
- Termly celebration evenings with parents
- Case studies are provided by Personal Coach for each student
- Guidance from a Level 6 Careers and Guidance Officer using the Gatsby benchmark 3 to address the SEND students, attending interviews, contact throughout the summer
- Live Staff concern sheet that is linked to the engagement team to support teaching staff and students in lessons
- Use of CPOMs to support students with safeguarding
- PSHE form incentives and votes for schools

6.1 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Highly differentiated curriculum to ensure all students are able to engage in learning, for example, by small group teaching, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using technology,

6.2 Expertise and training of staff

Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. Stone Soup Academy will support this principle by ensuring staff have access to a professional development programme which directly addresses the development of expertise in special educational needs.

In the past year, staff have been trained in a variety of areas including SEND provision.

6.3 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals
- Reviewing the impact of interventions after approximately 6 weeks
- Using student, staff and parent questionnaires
- Holding annual reviews for students with EHC plans
- Monitoring the SENCO

6.4 Extra Curricular Activities

All of our extra-curricular activities and school visits are available to all our students.

All students are encouraged to take part in sports days, residential visits, special workshops and the school council, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

The Academy's Accessibility Plan details provides further detail of how we provide access to the environment, curriculum and written information so that all students can take full advantage of the opportunities at SSA.

6.5 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- All students have a key worker who is a member of the Engagement Team who is responsible for: morning phone calls home, meet and greet to identify potential issues, setting attendance and behaviour targets, acting on incidents and guiding students to make better choices,
- Form tutors also provide support through PSHE sessions
- Some students have 1-1 sessions with outside agencies, e.g. alcohol and substance misuse, anxiety.

6.6 Working with other agencies

Students often have outside agency support on admission to SSA. SSA will liaise with the referring school and agency to ensure appropriate provision is in place, in keeping with the Local Authorities Pathways to Provision document.

Where SSA identifies a need for agency involvement, either the SENCO, Engagement Team Leader or Safeguarding Administrator will contact the agency, with the consent of the parents and the student.

7 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance, who will then follow the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

7.1 Contact details of support services for parents of students with SEN

For Nottingham City residents contact:special.needs@nottinghamcity.gov.uk or phone 0115 876 4300

For Nottingham County residents contact:lcds.duty@nottscc.gov.uk or phone 0115 8041275

7.2 The Local Offer

The SEND Local Offer is a resource, designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.Nottingham County Council- https://www.yournottsdirectory.org.uk/

The SEND Local Offer will cover public services that are available within:

1. Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers

2. Health: e.g. GP, paediatrician, school nurse and therapists.

3. Social care: e.g. respite services and children's disability services. It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs, etc., both in your immediate area and across Nottinghamshire.

Our Academy has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The school supports the Local Authority's offer and this is reflected within the school's own provision and curriculum.

8. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year** and any proposed changes will be reported to the Headteacher, Governing Body, and Stone Soup Academy Staff.

The policy will be made available and accessible to all parents/ carers and stakeholders.