



Wigston Academy

SEND POLICY

DATE APPROVED:	5 th October 2026
APPROVED BY:	Board of Trustees
REVIEW FREQUENCY:	Annually
DATE FOR REVIEW:	October 2027

Signed by Chair of Trustees:

A handwritten signature in black ink, appearing to be 'M. M. M.' or similar, written in a cursive style.

Date: 5th October 2026

This policy should be read alongside the Academy's published SEND Information Report, Accessibility Plan, Equality information and objectives, Teaching and Learning Policy, Behaviour Policy, Attendance Policy, Supporting Students with Medical Conditions Policy, Safeguarding and Child Protection Policy and Complaints Policy.

This policy has been reviewed against the SEND Code of Practice: 0 to 25 years (statutory guidance, current GOV.UK version updated 12 September 2024), the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

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1. Aims and principles

Wigston Academy is committed to an inclusive education in which differences are recognised, valued and supported. Our aim is for every pupil to have equitable access to high-quality education, to make progress from their individual starting point and to develop the knowledge, skills, confidence and independence needed for their next stage of education, training or adulthood.

We recognise that special educational needs and disability are not synonymous. A pupil may have SEN, a disability, both, or neither. We will consider the individual barriers a pupil experiences and the reasonable adjustments and special educational provision required to remove or reduce those barriers.

Our SEND policy aims to:

- identify SEND as early as reasonably possible and respond to emerging needs;
- provide high-quality, inclusive teaching as the foundation of SEND provision;
- use a graduated approach of assess, plan, do and review, with the pupil and parents/carers involved;
- ensure that pupils with SEND participate fully in the life of the Academy, including the curriculum, enrichment, trips, clubs and wider school activities;
- work in partnership with parents/carers, pupils, the local authority, health services and other relevant agencies;
- comply with statutory duties relating to SEND, disability discrimination and reasonable adjustments; and
- evaluate the effectiveness of provision and use evidence to improve outcomes.

2. Legislation and statutory guidance

This policy is based on the statutory SEND Code of Practice: 0 to 25 years and relevant legislation and regulations. The current GOV.UK Code of Practice page was updated on 12 September 2024. The principal framework includes:

- Children and Families Act 2014, Part 3, including duties relating to children and young people with SEN and disabilities and EHC plans;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010, including the duties not to discriminate and to make reasonable adjustments for disabled pupils;
- Education and Skills/School Information requirements applicable to academies, including the requirement to publish and maintain an SEN Information Report;
- Teachers' Standards, including teachers' responsibility for pupils' progress and development; and
- relevant statutory guidance concerning safeguarding, attendance, medical conditions, careers guidance and preparation for adulthood.

The Academy will have regard to the SEND Code of Practice and will keep this policy and its SEND Information Report under review when legislation, statutory guidance or local arrangements change.

3. Definitions

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil 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
- have 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 means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

A pupil must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For the purposes of the Equality Act 2010, disability is a protected characteristic. The Academy will consider whether a pupil meets the statutory definition of disability and will discharge its duties independently of whether the pupil is recorded as having SEN.

Within the Academy, SEND sits within the wider Enhance framework. Enhance may also include other areas of support such as pupil premium, EAL, catch-up and more able provision. Where a pupil has overlapping needs, relevant teams will work together so that provision is coordinated rather than duplicated.

4. Roles and responsibilities

4.1 SENCO

The SENCO is Miss Carty. The SENCO has day-to-day responsibility for coordinating the Academy's SEND provision and, working with the Headteacher and governing board, contributes to its strategic development.

- work with the Headteacher, Enhance Leader, Progress Team, Inclusion Panel and SEND governor to develop and implement SEND policy and provision;
- coordinate provision for pupils with SEN, including pupils with EHC plans;
- provide professional guidance to colleagues and advise on the graduated approach, inclusive teaching and reasonable adjustments;
- work with pupils, parents/carers and external agencies to identify need and secure appropriate support;
- liaise with the local authority and relevant specialist services;
- oversee the assessment and review of SEND provision and advise on the use of SEND resources;
- coordinate and contribute to EHC needs assessment and annual review processes, as appropriate;
- support transition to and from the Academy and liaison with post-16 providers;
- work with senior leaders to ensure compliance with the Equality Act 2010, including reasonable adjustments; and
- maintain appropriate SEND records and ensure relevant information is shared lawfully with staff who need it to support pupils.

4.2 SEND governor

- provide strategic oversight of SEND and disability provision;
- monitor the quality and effectiveness of SEND provision and report to the governing board; and
- work with the Headteacher and SENCO on the strategic development of SEND.

4.3 Headteacher

- have overall responsibility for ensuring that the Academy meets its statutory duties for pupils with SEND and disabilities;
- ensure that SEND provision is appropriately resourced and embedded within whole-school improvement; and
- work with the SENCO and governing board to monitor impact and compliance.

4.4 Class and subject teachers

Teachers remain responsible and accountable for the progress, development and teaching of the pupils in their classes, including pupils with SEND, even where a pupil receives support from a teaching assistant or specialist professional.

- plan and deliver high-quality, adaptive teaching;
- implement agreed reasonable adjustments and SEND strategies;
- identify and communicate concerns about emerging needs;
- work with support staff to plan, deliver and evaluate interventions;
- monitor progress and the impact of provision;
- contribute to assess, plan, do and review cycles and annual reviews where appropriate; and
- work in partnership with pupils and parents/carers.

4.5 Teaching assistants and learning support staff

Learning support staff work under the direction of teachers and relevant SEND leaders. Their role is to support access, participation and independence rather than replace high-quality teaching. Support should be planned, purposeful and evaluated for impact.

5. Identification, assessment and the graduated approach

Identification of SEND is an ongoing process. The Academy uses a range of information, including attainment and progress data, classroom observation, teacher assessment, attendance and pastoral information, intervention outcomes, pupil voice, parent/carers information and advice from external professionals.

Low attainment or slow progress alone does not automatically mean that a pupil has SEND. The Academy considers the nature of the difficulty, the pupil's starting point, progress over time, barriers to learning and whether the pupil requires provision that is additional to or different from that ordinarily available through high-quality inclusive teaching.

5.1 Year 6 to Year 7 transition

Following receipt of information about the incoming Year 7 cohort, the SENCO liaises with primary SENCOs and other relevant professionals. Information may include areas of need, existing SEND identification, relevant diagnoses, previous interventions and their impact, successful strategies and reasonable adjustments, strengths and interests, and recommendations for transition.

- primary-secondary transition meetings are arranged where useful;
- Year 6 annual reviews are attended where appropriate and practicable;
- additional visits and enhanced transition are offered where identified as beneficial;
- relevant information is shared with staff before pupils start, subject to lawful information-sharing requirements;
- Pupil Passports are developed or updated where appropriate; and
- provision is reviewed once the pupil is known to the Academy and is not assumed solely from transition information.

5.2 Identifying emerging needs for current pupils

Concerns may be raised by a teacher, Progress Leader, learning support staff, pupil, parent/carer or other professional. Staff may discuss concerns with the SEND team and/or complete the Academy's SEND Initial Concerns Form. The form records the concern, its impact, strategies already tried, the pupil's response and relevant contextual information.

The SEND team may gather further information, observe the pupil, consult staff and the pupil, review existing records, undertake appropriate screening or assessment, and seek advice from parents/carers or specialist services where appropriate.

5.3 Assess, Plan, Do, Review

Where a pupil is identified as requiring SEN Support, the Academy uses the graduated approach described in the SEND Code of Practice: assess, plan, do and review.

Assess: Analyse the pupil's strengths, needs and barriers using relevant school information, pupil and parent/carer views and professional advice where available.

Plan: Agree desired outcomes and the provision, strategies and reasonable adjustments intended to achieve them, with a clear review date. The pupil and parents/carers are involved as appropriate.

Do: Implement the agreed provision. The class/subject teacher remains responsible for teaching and for working with support staff to assess impact.

Review: Evaluate the impact of provision against the agreed outcomes and decide whether provision should continue, be adapted, reduced, increased or replaced.

Provision should be evidence-informed where evidence is available, matched to the identified need and sufficiently precise to allow its impact to be evaluated.

5.4 SEND register and SEN Support plans

A pupil may be placed on the SEND register where the Academy has evidence that they have SEN and require SEN Support. Parents/carers will be informed when the Academy identifies that SEN Support is required, and their views will be sought.

The SEND register is reviewed as part of ongoing assessment. A pupil should not be removed simply because they have made progress; decisions should consider whether they continue to have SEN and whether SEN Support remains necessary. Parents/carers should be informed and involved in significant decisions about changes to SEND support.

Where appropriate, a Pupil Passport/SEN Support Plan will summarise the pupil's strengths, needs, barriers, agreed strategies, reasonable adjustments and relevant provision. It will be reviewed at least annually and more frequently where the pupil's needs require it.

6. SEND provision and quality first teaching

The Academy's first response to need is high-quality, inclusive and adaptive teaching. All teachers are teachers of pupils with SEND. Universal provision is available to any pupil who benefits from it and is not restricted to pupils on the SEND register.

Examples include:

- explicit instruction
- modelling
- chunking and sequencing
- explicit vocabulary teaching
- checking understanding
- retrieval practice
- scaffolding and gradual removal of scaffolds
- accessible resources and clear presentation
- appropriate questioning
- predictable routines
- flexible grouping and seating
- reasonable adjustments within normal classroom practice
- reducing unnecessary distractions and environmental barriers
- supporting communication and processing
- planned use of adult support to promote independence

Where universal provision is insufficient, targeted provision may be introduced. Interventions should have a clear purpose, be appropriately timed, avoid unnecessary removal from high-quality subject teaching, and be evaluated for impact.

6.1 Targeted provision

- literacy and reading interventions, including Catch-Up Literacy, reading inference and other evidence-informed approaches;
- numeracy interventions, including Catch-Up Numeracy and other targeted support;
- emotional literacy and social communication approaches, including programs used by the Academy where appropriately trained staff are available;
- touch typing and handwriting support;
- additional in-class learning support; and
- other provision identified through assessment and the Academy's provision map.

Specific programmes may change as evidence, pupil need, staffing and local provision change. Inclusion in an intervention is not an entitlement to a particular programme and should be based on assessed need and expected impact.

7. Education, Health and Care (EHC) plans

Where a pupil has an EHC plan, the Academy will use the plan to inform provision and will work with the local authority, parents/carers, the pupil and relevant professionals to secure the specified provision. The Academy will use its best endeavours to meet the needs of pupils with

SEND and will work with the local authority where the provision required by an EHC plan cannot reasonably be secured from the resources available to the Academy.

The Academy will contribute to EHC needs assessments and annual reviews and provide information required by the local authority. Annual reviews will consider progress towards outcomes, the effectiveness of provision and whether amendments are required.

The Academy will not impose an internal requirement that a pupil must complete a fixed number of intervention cycles before an EHC needs assessment can be requested. Where it is considered that a pupil may require an EHC needs assessment, the Academy will discuss this with the pupil and parents/carers and, where appropriate, support a request to the local authority.

For pupils with EHC plans, preparation for adulthood will be considered from the earliest appropriate opportunity and, at the latest, from Year 9, with a focus on aspirations and outcomes relating to employment, independent living, participation in society and health.

Provision specified in an EHC plan is not the same as an outcome: Section E sets out outcomes and Section F specifies the special educational provision required to support them.

8. Working with pupils and parents/carers

The Academy recognises pupils and parents/carers as partners in SEND decision-making. We will seek pupil voice in an age- and developmentally appropriate way and take account of parents'/carers' views, aspirations and concerns.

- parents/carers will be informed when SEN Support is identified and involved in planning and review;
- pupils will be supported to understand their strengths, needs, outcomes and strategies;
- parents/carers may request meetings with the SENCO or relevant staff to discuss SEND provision;
- information from home and previous settings will be considered alongside school assessment;
- where specialist services are involved, parents/carers and pupils will be involved as appropriate, subject to safeguarding and lawful information-sharing considerations; and
- parents/carers will be signposted to impartial information, advice and support, including SENDIASS, where appropriate.

9. Transition and preparing for adulthood

The Academy plans transition according to individual need. This may include enhanced visits, staff-to-staff meetings, pupil profiles, additional familiarisation, parent/carer meetings and liaison with the receiving setting.

For post-16 transition, the Academy works with pupils, families, colleges, training providers, careers professionals and relevant agencies. For pupils with EHC plans, annual reviews and preparation-for-adulthood planning will support clear aspirations and next steps.

The Academy recognises that preparation for adulthood begins before Year 9. Careers education, information, advice and guidance for pupils with SEND will be personalised and coordinated with the pupil's aspirations, strengths and support needs.

10. Curriculum, access, reasonable adjustments and participation

The Academy will seek to ensure that pupils with SEND can access a broad, balanced and ambitious curriculum. Curriculum adaptations will be based on identified barriers and may include changes to teaching approaches, resources, environment, grouping, assessment or access arrangements.

The Academy complies with its duties under the Equality Act 2010. Where a disabled pupil would otherwise be placed at a substantial disadvantage, the Academy will consider and implement reasonable adjustments in accordance with its legal duties. Adjustments are individual and should not be assumed solely from a diagnosis.

Access arrangements for public examinations and assessments are subject to the rules and evidence requirements of the relevant awarding organisation and must be based on the pupil's normal way of working and established need.

Pupils with SEND will be encouraged and supported to participate in clubs, trips, enrichment, sport and other activities. The Academy will plan reasonable adjustments and additional support where required and will not unlawfully discriminate against disabled pupils.

The Academy's Accessibility Plan sets out its planned actions to increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information.

11. Targeted and specialist support

Where needs cannot be met through ordinarily available provision and targeted school support, the Academy may seek advice or assessment from appropriate specialist services. This may include educational psychology, specialist teaching services, autism outreach, speech and language therapy, occupational therapy, sensory support, health services, mental health services and other relevant professionals.

External advice will inform, rather than replace, the Academy's responsibility for high-quality teaching and appropriate SEND provision.

12. Staff expertise and training

The Academy is committed to developing staff expertise in SEND. The SENCO and senior leaders identify training priorities from the needs of the pupil cohort, professional advice, quality assurance and school improvement priorities.

- whole-school SEND training and updates;
- training for teachers and support staff on adaptive teaching and reasonable adjustments;
- specialist training where a pupil cohort or individual need requires it;
- appropriate induction for staff working with pupils with SEND; and
- ongoing professional development and liaison with local authority and specialist services.

13. Monitoring, evaluation and record keeping

SEND provision is monitored through provision mapping, intervention reviews, progress information, pupil and parent/carers feedback, learning walks/quality assurance, annual reviews, staff feedback and external review where appropriate.

The Academy evaluates whether provision is having the intended impact rather than measuring success solely by whether an intervention has been delivered. Where provision is not effective, it will be reviewed and adapted.

SEND records will be accurate, proportionate, secure and handled in accordance with applicable data protection and information-sharing requirements. Information will be shared with staff and agencies on a lawful, need-to-know basis.

The governing board will receive appropriate information about SEND provision, impact, compliance and priorities.

14. Working with external agencies and the local authority

The Academy works with the local authority and relevant education, health, social care and voluntary-sector services. Parents/carers and pupils will normally be informed and involved in multi-agency work concerning them, subject to safeguarding, confidentiality and other lawful information-sharing requirements.

The Academy will cooperate with the local authority in relation to EHC needs assessments, EHC plans, annual reviews, the Local Offer and other statutory SEND duties.

15. Complaints and disagreement resolution

The Academy encourages concerns to be raised early with the member of staff best placed to resolve them, usually the SENCO, Progress Leader or relevant senior leader. Formal complaints will be managed under the Academy's Complaints Policy.

Parents/carers and young people may also have rights under the SEND statutory framework, including routes to mediation, disagreement resolution and the First-tier Tribunal (SEND), depending on the nature of the issue. Disabled pupils and their parents/carers may have rights in relation to disability discrimination. The Academy will provide or signpost information about these routes and applicable statutory time limits.

16. SEND Information Report and Local Offer

The Academy publishes a separate SEND Information Report on its website, updated at least annually and sooner where material information changes. The report provides the information required by section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014, including:

- the kinds of SEN provided for;
- how SEN is identified and assessed;
- how SEN provision is evaluated and reviewed;
- how the curriculum and learning environment are adapted;
- how pupils and parents/carers are involved;
- arrangements for supporting pupils moving between phases and preparing for adulthood;
- the expertise and training of staff;
- how equipment and facilities are secured;
- how pupils with SEND are enabled to participate in activities available to other pupils;
- support for emotional and social development;
- arrangements for complaints and concerns;

- arrangements for admission of disabled pupils and steps taken to prevent less favourable treatment;
- information about accessibility and the Academy's Accessibility Plan;
- contact details for SEND support services; and
- information about the contribution the Academy makes to the local authority's SEND Local Offer.

The Leicestershire SEND Local Offer is signposted through the Academy website and provides information about education, health and social care services for children and young people with SEND and their families.

17. Monitoring and review

The SENCO will review this policy annually, or sooner where legislation, statutory guidance, local arrangements or Academy provision changes. The governing board will approve the policy in accordance with the Academy's governance arrangements.

The SEND Information Report will be reviewed at least annually and updated promptly when information changes.

Appendix 1: SEND provision overview

Area of need	Examples of need that may be supported
Communication and interaction	Autism spectrum condition; speech, language and communication needs.
Cognition and learning	Specific learning difficulties; dyslexia; dyspraxia; dyscalculia; moderate learning difficulties; severe learning difficulties.
Social, emotional and mental health	Needs affecting emotional regulation, attention, behaviour, wellbeing and access to learning, including needs associated with ADHD and anxiety.
Sensory and/or physical	Hearing impairment; visual impairment; multi-sensory impairment; physical impairment; sensory/processing needs; medical conditions that affect access to education.

The examples above are illustrative and are not an exhaustive list. SEND identification is based on individual need and the statutory definition of SEN, rather than diagnosis alone.