HORIZONS EDUCATION TRUST

SEND Policy & Information Report
Prestley Wood Academy

February 2026

POLICY ISSUE CONTROL

POLICY TYPE:	Statutory
OWNER:	Headteacher
AUTHOR: **IN CONSULTATION WITH:**	 Director of Education Director of Finance
APPROVED BY:	Director of Education
TRUST BOARD APPROVAL:	Local Governance Committee
RELEASE DATE:	February 2026
REVIEW:	February 2026

	Document Control
December 2025	

Contents

1.0 AIMS 5
2.0 OUR ACADEMY 5
3.0 LEGISLATION & GUIDANCE 6
4.0 DEFINITIONS 6
5.0 ROLES & RESPONSIBILITIES 7
5.1 Headteacher [please include SENDco if relevant to your site] 7
5.2 The Role of Governance 7
6.0 THE AREAS OF SEND THAT ARE PROVIDED FOR: 9
7.0 IDENTIFYING PUPILS WITH SEND & ASSESSING THEIR NEEDS 11
8.0 CONSULTING WITH & INVOLVING PUPILS & PARENTS 13
8.4 Individual Learning Plan Identifier Table: 13
9.0 ASSESSING & REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES 14
10.0 SUPPORTING PUPILS MOVING BETWEEN PHASES & PREPARING FOR ADULTHOOD 14
11.0 OUR APPROACH TO TEACHING PUPILS WITH SEND 15
12.0 ADAPTATIONS TO THE CURRICULUM & LEARNING ENVIRONMENT 15
13.0 PERSONALISED CURRICULUM 16
14.0 SUPPORT THROUGH EXAMS ACCESS ARRANGEMENTS 16
14.2 Support through external agency support 17
15.0 EXPERTISE & TRAINING OF STAFF 17
15.5 In House & External Training 18
15.6 Physical Intervention Training 18
15.7 Safeguarding Training 18
15.8 DDSLs 18
15.9 First Aider Training 18
15.10 Further SEND Training 18
15.11 Securing equipment & facilities 19
16.0 EVALUATING THE EFFECTIVENESS OF SEND PROVISION 19
17.0 ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE ACADEMY WHO DO NOT HAVE SEND 20
17.3 How accessible is the academy environment? 20
17.14 Supporting Pupils with Medical Needs 21
18.0 Support for Improving Emotional and Social Development 21
19.0 WORKING WITH OTHER AGENCIES 21
20.0 COMPLAINTS ABOUT SEND PROVISION 22
21.0 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND 23
21.3 Parent Voice 23
21.7 Parent Support for SEND families 23
22.0 BULLYING 24

1.0 AIMS

1.1 Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

1.2 Academy is a two-site academy offering Social Emotional and Mental Health (SEMH) Education, Health and Care Plan (EHCP) placements across Cambridgeshire. The academy is commissioned by the Local Authority to provide SEMH placements.

1.3 At Academy, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs or abilities.

1.4 We are an academy that celebrates and supports the wellbeing and achievement of all pupils so they can maximise their potential. We aim for our pupils to become independent learners. We promote the physical, mental, moral, cultural, spiritual, emotional, and social development of our pupils.

1.5 At Academy, we are proud to offer a safe, inclusive environment where every young person is empowered to aspire, learn and succeed so that they can thrive in all aspects of their life, not and in the future.

1.6 All teachers at Academy have a responsibility to provide a suitable learning environment for all pupils who have identified SEND. They are supported in this by our academy headteacher, who uses the SEND Code of Practice 2015 as a basis for these policies.

2.0 OUR ACADEMY

- The St Neots site is a full-time educational provision that provides highly specialised provision for children and young people in KS3 to KS4 with complex SEMH needs who have an Education Health and Care Plan.
- Students are taught in small groups and access a broad and balanced curriculum
- Social and emotional skills are a key part of the curriculum offer and students at KS4 are able to access a range of option choices.
- All students are well supported to transition into the next phase of their educational journey

3.0 LEGISLATION & GUIDANCE

3.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Student and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set
- out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- This policy complies with the statutory requirement laid out in the SEND
- Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:
- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2010
- SEND Code of Practice 0 – 25 (30 April 2020)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical
- conditions DfE April 2014
- The National Curriculum in England Key Stage 1-4 framework document: September 2014
- The Trust's policy for Safeguarding and Child Protection
- The School's Accessibility Plan
- Teachers' Standards 2021

3.2 This policy and **SEND Information Report** was created by the Senior Leadership Team through consultation with academy staff, parents and stakeholders.

4.0 DEFINITIONS

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

4.2 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 provided for others of the same age in mainstream schools

4.3 Special educational provision is educational or training provision that is additional to, or different from, that made for other pupil/s of the same age by mainstream schools.

5.0 ROLES & RESPONSIBILITIES

5.1 Headteacher

●The headteacher will work with the leadership teams and SEND Governor to determine the strategic development of the SEND policy and provision in the academy.

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high- quality teaching
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the academy's leadership team and Governing Body to ensure that the academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date
- Liaise with the identified designated teacher for looked after pupils
- Work with the Executive Team to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of pupils with SEND and/or a disability

5.2 The Role of Governance

5.3 The Trust board is responsible for securing the necessary provision for any pupil identified as having SEND. The Trustees ensure, through the headteacher's delegation, that all staff are aware of the importance of providing for these pupils.

5.4 The Local Governance Committee will work with the headteachers and SENCO to monitor the SEND policy's provision in the academy.

5.4 The Role of the SEND Link Governor

Where there is an appointed SEND Governor they will:

- Help to raise awareness of SEND issues at Local Governance Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update Trustees on this via the appropriate reporting mechanism

5.5 The Role of Class Teachers

Each class teacher or UQT, is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the headteacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring that interventions as detailed in the EHCP are delivered

5.6 The Role of Support Staff

- Support staff must work closely and co-operatively with teaching staff to implement individual learning plans and deliver interventions for pupils with SEND
- They must follow carefully the advice and support plans of external professionals working with the pupil/s they support
- When supporting a pupil, support staff should strive to establish strong links with a pupil's family and contribute to an open dialogue between home and academy.
- Whilst a pupil with an allocation of 1:1 support will need significant input and support; staff should strive to provide times of 'distant support' where possible to enable pupils to maintain or develop independent learning skills.

5.7 Academy ensures that support staff have opportunities for continuing professional development in a variety of areas to ensure that they are highly skilled members of staff, and that we, as an academy, are maximising their impact.

6.0 THE AREAS OF SEND THAT ARE PROVIDED FOR:

Area of Special Educational Needs	**Relating to difficulties with SLD and PMLD as primary need but often with co-occurring diagnoses**
Cognition and learning	Pupils will have difficulties with the skills needed for effective learning, learning at a slower pace than typically developing peers, even with appropriate differentiation.
Cognition and learning	May have difficulties with the skills needed for effective learning: Learning at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), dyslexia, dysgraphia, dyscalculia, and dyspraxia.
Severe Learning difficulties	May experience significant and wide-ranging cognitive delays that affect their ability to understand, retain, and apply new information. This may manifest in difficulties with problem-solving, generalising skills, following sequences, and processing abstract concepts. May require highly differentiated, practical, and concrete learning experiences, often delivered at a slower pace in topic format to support contextualisation and with frequent repetition. They may struggle to access verbal or written information, age-related curriculum content without substantial adaptation and personalised teaching approaches. May have associated communication needs, including limited expressive or receptive language, reliance on visual supports, or the use of augmentative and alternative communication (AAC). They may find it challenging to express needs, preferences, or emotions effectively. They may be highly distractible, delays in developing social interaction/play milestones. Have difficulties understanding and interacting with others whilst wanting and needing social relationships. May have co-occurring conditions such as: • Autism spectrum condition • Developmental coordination difficulties • Sensory processing differences, sensitivity • Toileting and self-care (enuresis and

	encopresis) • Avoidant restrictive Food Intake • PICA • Gross and fine motor skill delays May require support with developing independence, self-help skills, and functional life skills, often needing structured routines and consistent adult guidance. May be neuro-diverse have genetic condition such as Downs syndrome
Profound and Multiple Learning Difficulties (PMLD)	May have profound cognitive impairments that significantly limit understanding, awareness, and engagement with the world around them. Learning typically occurs through sensory exploration, repetition, and highly personalised experiences. May have complex physical disabilities, including limited or no voluntary movement, requiring specialist equipment such as hoists, standing frames, or adapted seating to support posture, positioning, and access to learning. May have significant health and medical needs, which can include: • Epilepsy • Respiratory difficulties • Gastrointestinal issues • Feeding and swallowing difficulties • Need for regular medical interventions or monitoring May have sensory impairments such as visual impairment, hearing impairment, or multisensory loss, which impact how they perceive and interact with their environment. May rely on adults for all aspects of personal care, communication, and daily routines. They may use highly individualised communication methods such as eye-gaze, facial expressions, body movements, or specialised AAC systems. May require a highly structured, predictable environment with careful attention to sensory regulation, emotional wellbeing, and opportunities for meaningful interaction.
Speech, Language & Communication Needs	Pupils may have difficulty in the following areas: Attention and Interaction skills. May have difficulties ignoring distractions. May need prompts to keep focused and stay on task. May have difficulties interacting with others. May be on the autistic spectrum, with difficulties around social interaction. Understanding and Receptive Language

	Benefit from dual-coding, e.g. need visual cues alongside any verbal input. May have processing difficulties or delay in processing information. May need repetition and plain language, may have difficulty understanding what is being said to them. Speech and Expressive Language May have difficulty in saying what they want to with limited vocabulary. May have limited grammatical and phonological development and awareness. Speech may be difficult to understand.
Sensory and/or physical needs	May have a medical or genetic condition that could lead to difficulties with: • Gross/fine motor skills. • Mobility. • Visual / hearing impairment. • Global deficit difficulties. • Sensory regulation. • Multi-Sensory Sensitivity. • Accessing the curriculum without adaptation. • Toileting and self-care (enuresis and encopresis). • Avoidant Restrictive Food Intake Disorder (ARFID).

7.0 IDENTIFYING PUPILS WITH SEND & ASSESSING THEIR NEEDS

7.1 It is recognised that many pupils with Special Educational Needs experience difficulties that cover more than one area.

7.2 The progress of every pupil is monitored at termly pupil progress meetings. Where pupils are identified as not making progress despite High Quality Teaching, they are discussed with the subject teacher, deputy headteacher / assistant headteacher / Safeguarding Team and Senior Leadership Team. An agreed plan of action will be put in place and recorded on the pupil's individual learning plan,

using all the information gathered from within the academy. The pupil's progress, national data and expectations of progress are all taken into consideration. This includes high quality and accurate formative assessment.

7.3 Teachers are continually aware of pupil's learning. If they observe that a pupil, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. *Is significantly slower than that of their peers starting from the same baseline*
2. *Fails to match or better the pupil's previous rate of progress*
3. *Fails to close the attainment gap between the pupil and their peers.*

7.4 Opportunities are available for class teachers to discuss pupils within the site teams and refer other pupils of concern to the headteacher. In addition to this, there are regular meetings held with SLT where pupils of concern can also be raised.

7.5 Parents have the right to ask us to look more closely at their child's learning. We take all parental requests seriously and will deal with such requests in line with academy/Trust policy. Frequently, the concern can be addressed by High Quality Teaching or a creative collaborative approach with parents.

7.6 PWA also recognises the need to look at the whole pupil, which will include not just the special educational needs. We will also consider what is not SEND but may impact on a pupil's progress and attainment.

7.7 The following areas may be discussed:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare, including contextual safeguarding issues
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child We Care For (CWCF)

8.0 CONSULTING WITH & INVOLVING PUPILS & PARENTS

8.1 All pupils who are referred to PWA have an Individual Learning Plan (ILP), individual risk assessment and an individual regulation plan to ensure their needs are met.

8.2 The ILP is completed with the pupil/parent/carer during a pupil led meeting. Pupils with an EHCP have a statutory review every year; this is called their Annual Review. They will have the opportunity to complete a 'This is me' form to record their views on difficulties, progress, and aspirations.

8.3 Pupils who are classed as Looked After by the Local Authority under a full care order or a voluntary Care Order also have a Personal Education Plan. Reviews should be combined wherever possible to avoid duplication and ensure maximum contributions.

8.4 Individual Learning Plan Identifier Table:

The Individual Learning Plan (ILP) identifies:	
Pupil details	• Name • Date of Birth • Mainstream School • Alternative Provision or SEND
Attendees	All who attend the initial induction meeting
Pupil Strengths	What the pupil likes doing in and out of school, and what the pupil is good at.
Reason for Referral	This information comes from the Change of Placement form
Understanding of Support required	What are the underlying areas of SEND need
Long Term Goals and Reintegration	The pupil can talk about long term goals for learning
Academy Targets for Progress	• Regulation and Communication • Academic Progress • Emotional Literacy • Attendance
Actions	**Actions to be agreed from the following parties:** • Pupil • Academy Staff • Parent/carer • Mainstream school (if applicable) • Other Agencies

8.5 PWA will continue to maintain close, positive, and early contact with those parents whose child has a special educational need. Parents will be:

- Encouraged to discuss any worries with the academy
- Invited to discuss their child if he/she has a learning or emotional difficulty
- Kept informed of any special help which is being provided
- Invited to contribute to, or attend any reviews or meetings about their child

9.0 ASSESSING & REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

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

- Pupils are identified and assessed on entry to the academy and at regular intervals throughout their time at PWA.
- The academy makes use of appropriate screening and assessment tools.
- The academy takes account of transfer information provided by the previous registered educational setting.
- Pupils are reviewed half termly, set targets and supported appropriately.
- The academy takes account of concerns raised by either the parent/carer or by the teaching staff.
- The academy maintains close liaison with external agencies to establish a SEND diagnosis and/or assessment of specific needs.

9.2 All teachers and support staff who work with the pupil 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 pupil's progress. More information about this can be found in our Graduated Response document.

10.0 SUPPORTING PUPILS MOVING BETWEEN PHASES & PREPARING FOR ADULTHOOD

10.1 Transition is particularly important, and we work hard to ensure that all pupils have a smooth transition. All of our educational provision placements, go through the Local Authority's referral process. It is important to ensure a timely admission so that pupils are not out of school for prolonged periods.

10.2 If a pupil has a change of placement within PWA or moves to another school or college this will also be agreed at ISP. We will share information with the school, college, or other setting the pupil is moving to.

10.3 In KS4, all pupils receive support from a career adviser to discuss Post 16 provision. In Year 11 all pupils are invited to, and supported to attend, information visits to the local colleges. When the colleges invite pupils for interview they are usually accompanied by parent and/or staff. All pupils require an individual positive transition plan, involving gradual transition and regular visits prior to induction.

10.4 When pupils are preparing to leave us for a new school or college, we arrange additional visits. We liaise closely with staff when receiving and transferring pupils to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If the pupil has complex needs, then an Education

Health and Care plan review will be used at a transition meeting during which we will invite staff from both schools to attend.

11.0 OUR APPROACH TO TEACHING PUPILS WITH SEND

11.1 High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

11.2 Teachers are responsible for the progress and development of all pupils in their classes. They are trained to teach pupils with additional learning requirements and are responsible for making the curriculum accessible to all pupils.

11.3 The headteachers and leadership teams are responsible for ensuring that:

- Staff understand a pupil's needs
- Staff are trained in meeting those needs
- Staff have support in planning to meet a pupil's needs
- The quality of teaching for pupils with SEND, and provision across the academy is efficiently managed

11.4 The headteachers and members of SLT are responsible for organising interventions and approaches for pupils either as a small group intervention or 1:1 support, which might include provisions, such as:

- Placement within an appropriate provision
- Additional adult support in the classroom
- Support from an educational key worker
- Withdrawal sessions – when pupils come out of some lessons for prearranged sessions to further support EHCP outcomes, Speech, Language Communication Needs (SLCN), GL assessments, literacy, handwriting, reading, numeracy, precision teaching, study skills, organisational skills, social and emotional skills etc.

11.5 Referrals into external agencies can also be made with parental consent.

12.0 ADAPTATIONS TO THE CURRICULUM & LEARNING ENVIRONMENT

12.1 Teachers and UQTs are responsible for planning lessons that are accessible to, and differentiated for, every pupil. It is the staff's role to differentiate resources and activities to ensure the pupil can access the learning. This can mean staff plan:

- Visual, auditory, or kinaesthetic activities
- Pre-teaching content or vocabulary
- Over-learning topics
- To provide specially targeted texts and resources appropriate for pupils' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties
- Small group or 1:1 learning

13.0 PERSONALISED CURRICULUM

13.1 Modifications to the curriculum are dependent upon the needs of the individual pupil. Any modification is the result of careful discussion between the pupils, parents and staff at **Academy**

13.2 After completion of baselining assessments, our pupils are supported in their learning through the provision of three curriculum pathways. Each of our pathways are designed to meet the needs of the individual and address any gaps in learning resulting from missed education.

13.3 At Year 9 Annual Review parents/carers are supported to plan for KS4 and KS5 provision and destinations appropriate for their child. Pupils are supported to develop their aspirations and understanding of choices and PFA through the KS3 and 4 curriculum.

13.4 Pupils are able to study Entry Level certificates up to level 3.

13.5 We can work in partnership with other local educational establishments to provide alternative educational pathways for some of our pupils.

13.6 The headteacher ensures that staff have appropriate information about pupils. This means that teachers can provide a suitable environment, plan appropriate work and support for pupils.

14.0 SUPPORT THROUGH EXAMS ACCESS ARRANGEMENTS

14.1 Pupils who may require access arrangements such as a scribe, reader or additional time for public examinations undergo more detailed assessment, in line with the guidelines produced by the exam boards at the beginning of year 10. Statutory guidelines for Access Arrangements Online state that the SENDCO must

produce a 'picture of need' for all pupils with an EHCP and/or diagnosed learning disability such as ADHD, ADD.

14.2 Support through external agency support

14.2.1 If a pupil continues to have difficulties and it is decided to consult external services parents are always informed first.

14.2.2 Staff at PWA are able to refer to a range of multi-agency services which can be accessed:

- CAMHS (Student and Adolescent Mental Health Service)
- Educational Psychology Service (EP)
- Ethnic Minorities Achievement Service (EMAS)
- Integrated Targeted Youth Support Service (ITYSS)
- Multi-Agency Safeguarding Hub (MASH)
- Occupational Therapy
- School Nursing Service
- LA Attendance Team
- Sensory Support Teams
- Social Care
- Speech and Language Therapy (SALT)
- Special Schools Network
- The Virtual School for Looked After Children
- Youth Offending Team (YOT)
- Police
- Community Wardens
- Further Education colleges, CRC, PRC, College of West Anglia

15.0 EXPERTISE & TRAINING OF STAFF

15.1 SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the pupils.

15.2 All new teachers and support staff will undertake a thorough induction program on joining the academy, which will include a meeting with the headteacher.

15.3 The agenda for this meeting will include:

- Introduction to the academy ethos and aims of SEND provision – including our commitment to working closely with pupils and their families
- Explanation of how 'graduated approach' works within our academy
- Explanation of the 'Individual Learning Plan' system for recording, monitoring and evaluating provision
- Training in the use of intervention programmes and record-keeping
- Discussion of the needs of individual pupils they will be working with
- Where to find pupil records and SEND resources
- Overview of key interventions we use for SEND support

15.4 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and

planned by the headteachers. PWA recognises the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge.

15.5 In House & External Training

All teaching staff have regular inset training on matters to do with providing the best support for pupils with special educational needs. Recent training includes Safeguarding, Autism Awareness, Nurture Groups, Bereavement and Loss, Self-harm, understanding Mental Health/Illness, Trauma Recovery and Attachment and CTT.

15.6 Physical Intervention Training

PWA will be using the CTT approach and key staff have been trained as instructors for the academy.

15.7 Safeguarding Training

Staff undertake an ongoing programme of Safeguarding training and renew basic Safeguarding every three years.

Safeguarding briefings are sent out to all staff every three weeks to provide an up to date CPD that is specific to the current contextual and identified needs of the academy.

The Designated Safeguarding Lead is available here: Prestley Wood Academy

15.8 DDSLs

Each site has at least one 'Deputy Designated Safeguarding Lead' (DDSL).

The Deputy Designated Safeguarding Leads are also available here: Prestley Wood Academy

The DSL and DDSLs will be able to offer advice as well as to liaise with statutory agencies where there are concerns about a pupil's welfare.

15.9 First Aider Training

Key staff have undertaken First Aid training to provide immediate response to common first aid situations. There are allocated First Aiders at each site.

15.10 Further SEND Training

The academy's headteacher regularly attends cluster network meetings and LA network meetings to keep up to date with local and national updates in SEND and to discuss and share good practice.

- Key Staff have been trained to deliver ELSA (emotional literacy support assistant)
- Key staff have been trained to deliver Read, Write Inc
- Key staff have been trained to deliver Numicon

- Key staff have been trained to deliver CTT training and some have become qualified instructors
- All staff have had CTT training
- Key staff have received CTT RPI training
- Key staff have been trained to deliver Play Therapy
- Key staff have been trained to deliver Draw and Talk Therapy

15.11 Securing equipment & facilities

15.11.1 We ensure that all pupils with SEND have their needs met to the best of the academy's ability, within the funds available.

15.11.2 The SEND budget allows the academy to maintain small class sizes and support the employment of support staff who work with individual pupils or facilitate small group work for pupils who need extra support in literacy, numeracy, or social interaction.

15.11.3 They also support pupils throughout the academy to ensure they can access the curriculum in class. The budget is also used to buy equipment/resources for each site so that all pupils' needs are met.

15.11. 4 Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require various levels of support to achieve age expected attainment.

15.11.5 The headteacher meets regularly with deputy headteacher/ assistant headteachers to discuss the pupil's needs and what support would be appropriate.

15.11.6 There are always ongoing discussions with parent/carers for any pupil who requires additional support for their learning.

16.0 EVALUATING THE EFFECTIVENESS OF SEND PROVISION

16.1 We believe that the education of pupils is a partnership between parents and the academy. A culture of co-operation between parents, schools, Local Education Authority, and others is important in enabling pupils with special educational needs to achieve their potential.

16.2 Meetings and discussions with parents are encouraged in the following ways:

- Progress Reviews and Individual Learning Plans, in which regular assessment information is sent home.
- Parental meetings. Parents/carers are invited to meet with teachers and on some occasions the headteacher or deputy headteachers / assistant headteachers to discuss the pupil's progress and how we can further support you and your pupil.
- ECHP Annual Review meeting. If the pupil has an EHCP an Annual Review will take place which is an in depth look at progress and well-being at school.
- Progress meetings: parents of pupil with special educational needs will be invited to meetings to discuss the progress of specific objectives.
- Reviewing the impact of interventions and sharing this information with the pupil, parent/carer, and school staff
- Using pupil and parent surveys

16.3 We actively encourage our parents/carers to pick up the phone, ring, or email us to ensure we are aware of our pupils' difficulties and successes. We are therefore able to respond appropriately and immediately.

17.0 ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE ACADEMY WHO DO NOT HAVE SEND

17.1 Pupils at PWA will have access to an extended curriculum programme including educational visits, enrichment, and sporting events. Pupils will be supported by Teachers and support staff, where it is required to ensure pupils can access the extra-curricular activity. Parents will be consulted about the best way to support their child throughout this process.

17.2 A risk assessment is carried out and uploaded to EVOLVE prior to any off-site activity to ensure everyone's health and safety will not be compromised. If it is considered unsafe for a pupil to take part in an activity, then alternative activities will be provided wherever possible.

17.3 How accessible is the PWA environment?

17.4 PWA, in line with its duty under the Disability Discrimination Act, as amended by the SEND and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the PWA. For more information about the accessibility of PWA please see the accessibility policy.

17.5 There are car parks on each site that have parking bay for disabled badge holders, marked clearly with yellow paint.

17.6 In Cambridgeshire, the Ethnic Minority and Traveller Achievement Service (EMTAS) provides a professional support service to schools and academies, focusing on helping children and young people from black and minority ethnic backgrounds, including Gypsy, Roma, and Traveller children, achieve high educational outcomes. EMTAS offers a bespoke support service where schools can opt in for the elements they wish to use and be charged for those services only. The service includes targeted teacher support, partnership teaching, and the use of specialist teaching assistants to work with individual or groups of pupils.

17.7 The Cambridgeshire Race Equality and Diversity Service (CREDS), a component of the Directorate of Learning within the Office of Children and Young People's Services, works with schools, parents/carers, and communities to support the educational achievement of Black, minority ethnic, and Gypsy and Traveller children. CREDS promotes awareness of differences and similarities among religions to foster mutual understanding and tolerance.

17.8 These services are designed to address the unique needs of ethnic minority communities in Cambridgeshire, ensuring that all children can succeed academically and personally.

17.9 In communications with parents, paper copies of all electronic correspondence are provided where requested – and is available to all from the PWA office.

17.10 As part of our SEND provision, we encourage parents to come and speak to the class teacher / tutor or SENDCO if they require assistance with interpreting reports from specialists or filling out paperwork.

17.11 Messages can be passed through site admins, and these are passed on as required. Class teachers can be spoken to at the end of the pupil's school day, when collected or phone calls can be made if the pupil is taken home via transport. If a longer time is required, then parents are encouraged to make an appointment via the site admins.

17.14 Supporting Pupils with Medical Needs

Please refer to the Supporting Children with Medical Conditions Policy for further details.

18.0 Support for Improving Emotional and Social Development

18.1 Emotional Literacy is a key area of focus across PWA.

18.2 We understand that the pupils within our PWA community present a range of behaviours that might affect their progress, wellbeing and the safety of themselves and others. For several of our pupils challenging behaviour can be a barrier to learning and to their success beyond their time at PWA.

18.3 We also know that pupils present behaviours that are worthy of praise, celebration, and positive reinforcement. We know that behaviours are:

- learned
- because of interaction with the environment
- functional in that challenging behaviour is often a result of pupils' attempts to get their basic needs met.

18.4 Our Behaviour Policy promotes relational approaches:

- Modelling wanted behaviour
- Showing pupils, they are worthwhile and wanted
- Maximising participation
- Helping pupils identify their strengths and encouraging them to set their own goals including having high expectations for pupils to always do their best
- Teaching pupils, the social and emotional skills that they need to succeed

19.0 WORKING WITH OTHER AGENCIES

19.1 PWA works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GP's, school nurse, clinical psychologists, and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Multi Agency Safeguarding Hub (MASH) - can quickly share information and make decisions as to the required level of intervention.
- Social Care – locality teams, social workers, student protection teams, family intervention programmes
- The Virtual School for Looked After Children
- Cambridgeshire County Council Educational Psychology Service
- Cambridgeshire Police

20.0 COMPLAINTS ABOUT SEND PROVISION

20.1 Complaints about SEND in our PWA will be resolved as set out in our Complaints Policy.

20.2 If you have a concern that you feel should be looked at by the leadership team, please do make contact straight away. It is usually best to discuss the problem face to face. It is best to make an appointment by contacting PWA on 01480 710036 and selecting the relevant option for the site.

20.3 You can bring a friend or relation to the appointment with you if you would like to.

20.4 Alternatively, if you have a complaint that you feel should be looked at by the headteacher please make contact using the telephone number listed above.

20.5 The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our PWA has discriminated against their child. 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

20.6 Parent and young people can contact the First Tier Tribunal (SEND Tribunal) in the following ways:

- www.justice.gov.uk/tribunals/SEND
- SENDTribunals@cambridgeshire.gov.uk

21.0 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND

21.1 All pupils and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and enables them to fulfil their potential. This means they should:

- achieve their best.
- become confident individuals living fulfilling lives
- make a successful move into adulthood, whether into employment, further or higher education or training.

21.2 The information, advice and resources in the Cambridgeshire local offer will help you to support your child in their education setting. To search for all education support and services in Cambridgeshire go to Cambridgeshire Online

21.3 Parent Voice

21.4 To ensure the success of PWA it is important that our families continue to support the hard work of our pupils and staff. By working together, we will be able to ensure we give each pupil the opportunity to succeed and to become 'the best they can be'.

21.5 Parents' and Carers' views will be considered at review meetings and via an annual parent questionnaire.

21.6 The academy works closely with Cambridgeshire County Council who provide support for both pupils with special educational needs and their families.

21.7 Parent Support for SEND families

21.7.1 For more information, go to https://send.cambridgeshire.gov.uk

21.7.2 SENDIASS provide:

- Impartial advice and information about Special Educational Needs
- Help for parents, children and young people to navigate through the Special Educational Needs process
- Help for parents about their rights to make sure the educational needs of their child are met
- Help for parents to work with schools, education, children's services, health and other professionals
- Information for parents about other support services and organisations
- Help for parents to resolve disagreements
- The best way to get in touch is to complete the online referral form – please click here: online referral form.
- You can also call 0300 365 1020 or email **SENDIASS@cambridgeshire.gov.uk**. The service is available all year during office hours Mon - Fri and a 24 hour answering service is available.
- or contact parent partnership Child and Family Partnerships: Partnership with Parents and Carers

21.7.3 For more information, to help you find what is available in the Cambridgeshire area for those with Special Education Needs or Disabilities (ages 0-25) and how

to access a variety of services click on the link for further information: Cambridgeshire Online

22.0 BULLYING

22.1 PWA believes that all pupils and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We are an inclusive PWA and work hard, through our PSHE curriculum to create a culture of respect where strengths are celebrated, and differences valued.

22.2 We actively promote inclusion by:

- holding PSHE lessons as part of our curriculum offer to provide an opportunity for pupils concerns to be discussed.
- Pupils having ample opportunities at playtimes and lunchtimes to mix and get to know pupils from other classes.
- within classes, using a variety of grouping-types so that pupils regularly work with a range of learners.
- class sessions discussing a variety of themes and values.
- restorative sessions to address any issues that have occurred and ensure all parties feel supported and able to continue with their learning.
- we have systems of mentoring and work with the youth offending team.

22.3 PWA, staff are vigilant for signs of bullying in all pupils – whilst mindful that pupils with SEND can be vulnerable to bullying. Where possible, it is our policy to find solutions for barriers to learning which are inclusive (see above), discreet and enabling. We promote independence in learning at all times, and learning persistence by teaching strategies for success and, through positive relationships, building self- esteem and a determination to succeed.

22.4 Where a pupil with SEND describes an incident or makes an allegation of bullying, direct action will be taken and recorded on MyConcern.

22.5 At PWA, we also participate in anti-bullying week. More information about that can be found here: https://anti-bullyingalliance.org.uk/