WEATHERFIELD ACADEMY

To Become the Best Person You Can Be

SEND Policy

Special Educational Needs & Disability (SEND) Policy

Weatherfield Academy is committed to fulfilling its statutory responsibilities under the Children and Families Act 2014 and the SEND Code of Practice (2015) to promote the inclusion, participation, and achievement of all pupils with Special Educational Needs and Disabilities (SEND). The Academy ensures that all pupils, regardless of their additional needs, have equitable access to high-quality teaching, appropriate support, and a broad, balanced, and ambitious curriculum. This commitment underpins our whole-school approach to identifying, assessing, and meeting the needs of pupils with SEND, in line with the graduated approach of assess–plan–do–review.

Purpose and scope of this policy

This SEND Policy sets out the principles, systems, and procedures through which Weatherfield Academy ensures that pupils with SEND receive provision that enables them to make the best possible progress, achieve positive outcomes, and prepare for adulthood. The policy applies to all pupils on roll and guides the work of all staff, governors, and external partners. It reflects the Academy's legal duties, including those relating to equality, accessibility, and the effective use of resources.

Nature of provision at Weatherfield Academy

Weatherfield Academy is a specialist day provision for children and young people from Year 3 to Year 14 whose primary need falls within the cognition and learning strand of SEND. In accordance with our published admissions criteria, pupils typically present with significant, persistent, and enduring specific learning difficulties, with cognitive functioning within the learning difficulty range. Their academic attainment is generally considerably below age-related expectations, often around 50% of chronological age, particularly in literacy and numeracy. The Academy's curriculum, environment, and staffing structure are designed to meet the needs of this specific cohort.

Admissions and placement considerations

Weatherfield Academy welcomes applications for pupils with an Education, Health and Care Plan (EHCP) where the primary need aligns with our specialist designation. Admission decisions are made in accordance with the SEND Code of Practice, the Academy's admissions policy, and the Local Authority's statutory responsibilities. Placement can only be agreed where the Academy can meet the pupil's needs without negatively impacting the efficient education of others and where the necessary staffing, expertise, and resources are available. Weatherfield Academy is designated as a specialist Cognition and Learning provision.

Commitment to Accessibility and Reasonable adjustments

In line with the Equality Act 2010, Weatherfield Academy is committed to making reasonable adjustments to ensure that pupils with SEND can access the curriculum, facilities, and wider school life. The Academy's Accessibility Plan outlines the steps taken to reduce barriers to learning and participation. Admissions decisions will take into account the physical environment, specialist resources, and staffing capacity to ensure that provision remains safe, appropriate, and effective for all pupils.

Supporting Pupils with Medical Conditions

Weatherfield Academy recognises its duties under statutory guidance for supporting pupils with medical conditions. The Academy works collaboratively with parents, carers, health professionals and the Local Authority to ensure that pupils with medical needs can access education safely and effectively. Where required, Individual Healthcare Plans are implemented and reviewed regularly to support participation in all aspects of school life

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Through the implementation of this policy, Weatherfield Academy aims to:

- Prepare pupils for adulthood by equipping them with the knowledge, skills, and independence required for their future lives.
- Promote wellbeing and engagement so that pupils are happy, successful, and motivated to learn.
- Provide high-quality educational experiences across all aspects of school life, ensuring breadth, balance, and ambition.
- Develop effective communication skills enabling pupils to express their thoughts, feelings, needs, and choices.
- Ensure a safe and nurturing environment in which pupils can work towards achieving their best.
- Build confidence and self-esteem so that pupils develop resilience, self-reliance, and the ability to make informed decisions.
- Deliver well-researched, adapted curriculums that meet statutory requirements while being appropriately tailored to the needs of all learners.
- Promote positive social development enabling pupils to form friendships and develop sensitivity to the needs of others.
- Develop moral, cultural, and spiritual awareness including the promotion of fundamental British Values and preparation for life in modern Britain.

Specific Objectives of the SEND Policy

Weatherfield Academy's SEND objectives are aligned with the principles of the SEND Code of Practice (2015) and focus on:

- Working collaboratively with pupils and agencies to ensure needs are accurately identified and provision maximises learning.
- Promoting full participation in all school activities, as far as is appropriate to each pupil's individual needs.
- Ensuring the best possible progress for all learners through high-quality teaching and targeted intervention.
- Strengthening partnerships with parents and carers to ensure effective communication and shared decision-making.
- Enabling pupil voice so that learners express their views and are involved in decisions affecting their education.
- Developing effective multi-agency partnerships to support holistic, coordinated provision.

Admissions and Statutory Compliance

The Head of School works within the Local Authority's admissions criteria for specialist provision. Weatherfield Academy does not discriminate against pupils with SEND or disabilities and adheres fully to the Equality Act 2010 and the statutory guidance accompanying the Children and Families Act 2014.

Pupils may be admitted to Weatherfield Academy when:

1. The school is suitable for the age, ability, aptitude, or SEND of the child or young person.
2. Placement is compatible with the efficient education of others and the efficient use of resources.

All pupils attending Weatherfield Academy have an Education, Health and Care Plan (EHCP) naming the school as the appropriate provision.

Identification and Assessment of Special Educational Needs

Weatherfield Academy follows the principles of early identification and timely intervention as outlined in the SEND Code of Practice (2015). The school is committed to:

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- Working collaboratively with external agencies to support early identification of needs.
- Using specialist staff, including a specialist assessor, to ensure smooth transition and accurate sharing of information for new pupils.
- Engaging in multi-agency assessment, drawing on expertise from health, education, and social care to build a comprehensive understanding of each pupil's needs.
- Providing outreach and in-reach support to strengthen best practice across the local and wider community.
- Ensuring assessment informs provision, enabling personalised planning through the graduated approach (assess–plan–do–review).

Ordinarily Available provision
For the majority of pupils, needs are met through high-quality teaching, effective differentiation, and the school's whole-school systems for assessment, planning, teaching, target-setting, tracking, and monitoring. This forms the foundation of our Ordinarily Available Provision.
Where analysis indicates that a pupil requires provision that is additional to or different from that normally available, the school implements the graduated approach.

Defining Adequate progress
In line with statutory guidance, adequate progress is defined as progress which:
- Matches that of peers with similar starting points
- Improves upon the pupil's previous rate of progress
- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from widening

Progress may also be reflected in the development of social, emotional, communication, independence, or life-skills outcomes, in line with the holistic nature of EHCPs.

The Graduated Approach
Weatherfield Academy adopts the graduated approach as outlined in the SEND Code of Practice (2015). When a pupil requires additional support, the following processes are implemented:
- **Review of the quality of teaching**: A review of day-to-day classroom practice is undertaken to ensure teaching is appropriately adapted and responsive to need.
- **Detailed assessment of need**: Staff conduct accurate, holistic assessments drawing on whole-school data, specialist assessments, and information from parents and external professionals.
- **Active involvement of parents and pupils**: Parents, carers, guardians, and pupils (where appropriate) are engaged from the outset. Shared decision-making ensures clarity about how needs will be met.
- **Clear communication with staff:** All staff involved in delivering provision receive clear guidance, resources, and support to implement the agreed plan effectively.
- **Regular review meetings:** Reviews take place at least termly, in addition to routine parent-teacher meetings. These meetings evaluate progress, review outcomes, and agree next steps. Responsibilities of the pupil, family, and school are clearly defined.
- **Involvement of external agencies:** Where appropriate, external professionals work in partnership with the school to assess needs, advise on provision, and support implementation.

Outside agencies
Weatherfield Academy works in partnership with a wide range of external professionals to ensure that pupils with SEND receive timely, specialist support. Short-term advice or intervention from an external agency may be sought where a pupil requires additional

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expertise beyond the school's ordinarily available provision. This approach ensures that support is tailored to individual needs and focused on achieving meaningful, personalised outcomes rather than on diagnostic labels. All referrals follow the agreed criteria, thresholds, and procedures of the relevant partner agency, in line with the *SEND Code of Practice (2015)*.

Assessment, Use of Data and Record Keeping
Weatherfield Academy maintains rigorous systems for assessment, monitoring, and record keeping, in accordance with the Data Protection Act 2018 and the principles of GDPR. Provision for pupils with SEND is recorded accurately, reviewed regularly, and shared appropriately with relevant staff and families.

- Termly reports are written and reviewed by teaching staff to monitor progress and adapt provision.
- Senior Leadership Team monitoring includes termly evaluation of progress using Arbor data and other assessment tools.
- Intervention records are maintained for all therapeutic and specialist services, including Speech and Language Therapy, Play Therapy and Clinical Psychology. Relevant information is shared appropriately with staff and families.
- Cross-Key Stage liaison between SLT and class teachers ensures continuity of provision at key transition points, from entry through to the end of Key Stage 5.
- Centralised record keeping is maintained by the Academy Office, including copies of letters, referrals, reports, and professional correspondence.
- Policy compliance is overseen by the Senior Leadership Team to ensure consistent implementation across the school.

Equal opportunities
Weatherfield Academy upholds the legal and moral entitlement of all pupils and staff to equality of access to teaching, learning, resources, and opportunities. The school complies with the Equality Act 2010, ensuring that no individual is disadvantaged on the basis of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

The Academy promotes positive attitudes towards diversity and individuality, embedding respect and inclusion across all aspects of school life. Curriculum plans and resources are differentiated to meet the needs of all learners and reflect a broad range of cultures, identities, and experiences, including those within the local community.

SEND policy and safeguarding
Weatherfield Academy maintains robust safeguarding practices in line with statutory guidance, including *Keeping Children Safe in Education*. As a specialist setting, we recognise that pupils may be particularly vulnerable due to physical, cognitive, communication, sensory, or intimate care needs. Safeguarding is embedded within a culture of openness, professional curiosity, and constructive challenge. Staff work collaboratively to ensure that pupils are protected, supported, and empowered within a safe and nurturing environment.

Further information
The school's Complaints Policy is available on the Academy website. Class teachers and the wider staff team work in close partnership with parents, carers, and guardians throughout each pupil's educational journey and should be the first point of contact for any concerns or queries.

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Weatherfield Academy provides clear information about available support and signposts families to Central Bedfordshire's Local Offer, as well as independent organisations such as SENDIASS, to ensure that all parents, carers, and guardians can access impartial advice and guidance.

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