

**THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL**

**Special Educational Needs and Disability (SEND) Policy**



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## Key Staff Involved

Role	Name(s)
Headteacher:	C Doherty
Assistant Headteacher: Inclusivity/SENCo	S Fenner
SEND Governor:	Sarah Christopher

### 1. UNCRC

*Article 28:* 'Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.'

### 2. The Governing Body Statement

The Governing Body will ensure that:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Make a successful transition to adulthood, whether into employment, further education, or training
- Become confident individuals living fulfilling lives.

It is the responsibility of all members of staff to provide a curriculum with appropriate challenge, pace, and rigour, differentiated to provide for the learning needs of all students and in particular the individual needs of students with Special Educational Needs and Disabilities.

#### 2a. To achieve these aims the school will:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide a differentiated curriculum within the classroom appropriate to the individual's needs and ability.
- Ensure all students requiring Special Education Needs provision are identified as early as possible in their school career.
- Ensure that students with Special Educational Needs and Disabilities take as full a part as possible in all school activities.
- Ensure that parents of students with Special Educational Needs and Disabilities are kept fully informed of their child's progress and attainment. We have a clear commitment to working with parents as partners, valuing their views and contribution.
- Ensure that students with Special Educational Needs and Disabilities are involved in identifying their own needs, reviewing their provision to meet these needs and contribute to decisions affecting their future Special Educational Needs Provision.

For more detailed information and explanations please see ALNS School Special Educational Needs and Disability Offer on our website [www.alns.co.uk](http://www.alns.co.uk)

### **3. Identification**

Students with special educational needs may be identified by their inclusion in one or more of the following groups as stated in the new "SEND Code of Practice" (January 2015):

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

### **4. Management and Provision for Special Educational Needs and Disability Support**

Mr S Fenner Assistant Head Inclusivity/ Special Educational Needs Co-Ordinator (SENCo) is responsible for the day-to-day operation of the Special Educational Needs and Disability Policy. The SENCo works to:

- Make arrangements for the co-ordination of educational provision for students with Special Educational Needs and Disabilities.
- Implement the Special Educational Needs and Disability Code of Practice 0-25 2015.
- Ensure support follows the individual needs of the student. It includes the following:
  - Intervention Programmes
  - Special arrangements for external examinations under JCQ regulations.
  - Specialist learning support materials.
  - Modified resources and teaching materials
  - Close liaison with outside agencies
  - Regular reporting to Senior Leadership team/ Governors
  - Monitoring of access to the building for disabled students and adults.
  - Reviewing Personalised learning plans
  - Appropriate training for staff

The Assistant Head: Inclusivity/ SENCo is responsible for the implementation of the Special Educational Needs and Disability Code of Practice under the direction of the Headteacher. The Governing Body is consulted, and communication is maintained through regular reports to the Full Governing Body.

Special Educational Needs and Disability provision within the school is funded from sources which include core funding from the Local Authority (LA) and the school budget share. Funding follows the individual needs of students.

The work of the SENCo is monitored by the Deputy Headteacher: Student Achievement and The Local Governing Body.

### **5. Referral Procedures**

If there is a significant need, any student who would benefit from access to Special Educational Needs resources is referred to the SENCo. Referrals can be as a result of cross phase liaison or directly from other professionals, parents, tutors, subject teachers or by the student themselves. When a student is referred, an initial assessment is made by the SENCo, and resources allocated as appropriate.

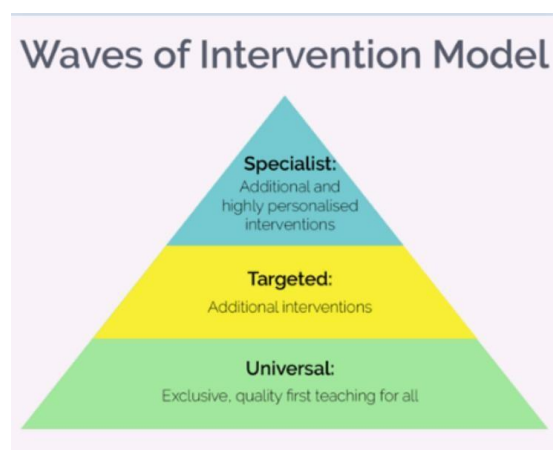
### **6. Assessment and Reporting**

The assessment, recording and reporting procedures for Special Educational Needs and Disabilities are integrated within the whole school assessment system under the direction of the Deputy Headteacher. Targets are set in line with the whole school assessment and reporting procedure which incorporates a graduated approach to match interventions to the Special Educational Needs of the students

Any complaints about Special Educational Need and Disability provision are dealt with through the school's complaints procedure.

## **7. SEN Support**

**At Admiral Lord Nelson we use a tiered approach to supporting students.**



**Wave 1: Universal: quality first teaching for all within the classroom.**

Teachers will be adaptive in their teaching approach to the needs of those in their class. This forms part of the 'Quality First' teaching approach to meeting student needs. Teachers will be responsible for meeting the needs of every student in their class. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, considering the differences in students' abilities, aptitudes, and interests. Teachers will use the teaching and learning principles when delivering lessons.

**Adaptative teaching reflects the ALNS Curriculum Intent and Curriculum Implementation. (In line with the teaching and learning principles)** The implementation documents outline how the curriculum is delivered in specific curriculum areas. It incorporates:

- What main pedagogical approaches are used to help students learn.
- How learning is linked to prior learning and made relevant and more memorable.
- How gaps are identified and addressed routinely.
- How key concepts are embedded in long term memory so that they can be applied fluently.
- How techniques are used for memorization.
- How new vocabulary is introduced to students and reinforced so that it becomes useable by the students.
- How all students are encouraged to read subject specific material to reinforce their growing vocabulary.
- How assessment is built into lessons to routinely check understanding of the current topics and previous topics.
- How the key information we want students to learn is assessed.
- How assessment is used to inform teaching.

**Adaptive teaching will use the Teaching and Learning Principles to support all students including those with an identified SEND need.**

The teaching and learning principles across the trust, exemplify what we mean by great teaching.



### Challenge for all

Plan using **expert pedagogy**, **subject knowledge** and **knowledge of our students**. **Teach to the top** so that every student is challenged and embraces difficulty safe in the knowledge that an essential part of learning is **making mistakes**.

We aim to teach to the top, reflecting high expectations of all and breaking any assumption of a ceiling preventing students from aiming high. By including a range and breadth of texts, students' cultural capital is strengthened alongside the development of skills: from knowledge and understanding to analysis and evaluation. Thinking hard is emphasized and opportunities for students to question, discuss, develop and connect knowledge are planned for, allowing students to strengthen their memory skills: 'memory is the residue of thought' (Daniel Willingham).

Independent Learning tasks reflect high levels of challenge alongside support which enables students to succeed and build confidence. Independent Learning is set at an appropriate time in the lesson to make the task accessible and place value on learning beyond the lessons.

### Feedback for Learning

A range of regular, **personalised and incisive feedback** moves learning forwards and celebrates success. **Metacognition** enables self-regulation during guided practice.

Feedback is central to lessons, leading to responsive teaching. Teacher and peer feedback strengthens a shared understanding of steps to success. Response to feedback by students is integral to the success of the feedback cycle. Equally the response of teaching staff to the feedback they are given by students is important in ensuring planning of lessons is responsive to the feedback given.

## Literacy for Life

Strong literacy skills facilitate future success. **Oracy** encourages debate, promotes articulation and emphasizes scholarship. Every opportunity is taken to embed **academic language**, close the **word gap** and **promote reading** for pleasure. Written and verbal modelling, choice of texts, unpicking of individual words and in context, are crucial to the development of students' cultural capital and the development of their comprehension skills.

## Stickability

Avoid overloading short term memory by promoting an 'essentials only' approach to **cognitive load**. **Independent practice** and **spaced recall** help transfer knowledge into **long term memory**. Prior knowledge is ascertained so that connections can be made through **interleaving** to build on student **schemas** as they learn. Well planned lessons in which learning aims are clear and shared with all students enabling them to understand the purpose of their learning and how to make progress. The acquisition of new knowledge and skills is reinforced through knowledge retrieval, spaced learning and interleaving. Misconceptions are recognised and planned for.

## Responsive Teaching

**Questioning** is used as a powerful tool to assess and extend thinking. **Flexibility** to alter the course of learning is informed by regular **AFL**. Prior assessment and common **misconceptions** pervade planning.

Effective questioning allows retrieval of knowledge, promotes talk, develops thinking, builds confidence, and deepens learning, therefore building long term memory. Hinge questions allow teaching staff to diagnose current understanding and identify misconceptions.

Assessment, formative and summative, is planned and used to inform subsequent planning.

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

By assessing students accurately and consistently and recording key information we:

- Build a clear picture of each student's skills, knowledge, understanding and approaches to learning.
- Identify each student's strengths and the priority areas for their future learning.
- Identify the progress of students in individual lessons.
- Evaluate and improve the teaching strategies used with students.
- Evaluate the progress of each student overtime.
- Identify, celebrate and share success.

Agreed common assessment and feedback approaches are shared across the curriculum, with flexibility to allow curriculum areas to adapt the processes to aid progress of students in these curriculum areas.

## Modelling

Explicit teaching through expert explanation and following an **I do, we do, you do** approach.

**Modelling, scaffolding** and **dual coding** ensures success for all. Scaffolding is used to support the high levels of challenge to 6 Teaching and Learning Policy ensure a stepped approach to success is used. Frameworks are used but then stripped away in a sequence of learning to allow the right level of challenge for individuals. Explanation and modelling allows the learning to be sequenced in a stepped approach, allowing teaching staff to build success whilst laying the foundations of knowledge and skills. Modelling the process, such as the use of walking talking mocks and the unpicking of responses, allows teaching staff to model their metacognitive strategies.

## Foster a love of learning

High energy classrooms engage students in **relevant and exciting learning**. Teachers share their passion for their subjects, utilise positive relationships and demand the **highest expectations**.

Curious learners are encouraged, with teaching staff sparking interest through demonstrating outstanding subject knowledge and passion for their subject. A hook is used within a sequence of lessons to develop engagement. This widens with the teaching staff communicating the relevance and big picture.

**Knowledge of individual students alongside whole class needs, informs planning.** Teaching staff are made aware of the needs of individuals alongside the SEND needs of individual students. This is provided by 'teacher advice and guidance sheets' which are updated termly to reflect the needs of the individual. Pupil passports, which collect the student's voice, are also available for staff to see how the student sees their learning and how they best learn. The progress of students is evaluated by the teacher regularly within their own curriculum assessment models, allowing staff to evaluate progress and plan interventions for individuals. The positioning of students to aid progress is carefully planned, and this is reflected in seating plans. To aid progress, learning is scaffolded and modelled, making learning tasks accessible.

### **Use of Technology**

Chromebooks are used across the curriculum in line with each curriculum areas Chromebook commitment. The Chromebooks are used to augment the teaching and learning offer, to help with engagement and to aid in the personalization of learning.

### **Wave 2: Additional Targeted Intervention:**

These usually occur outside the classroom but not exclusively, e.g. Reading, Phonics, Literacy support via Lexia, Emotional needs, social skills, numeracy, Handwriting and Spellings.

### **Wave 3: Specialist intervention:**

Seeking additional outside agency support and creating a highly personalized intervention to complement the other 2 waves.

The Code of Practice advocates a graduated response to meeting students' needs. At Admiral Lord Nelson School this will involve termly reviews with students and liaising with parents. When they are identified as having Special Educational Needs, the school will formally identify the students' level of Special Educational Needs at SEN Support level as described below.

SEN Support is characterized by interventions that are different from or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/social or mental health difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

If the school decides, after consultation with parents and the student, that a student has significant special educational needs and requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will continue to remain responsible for planning and delivering 'Quality first teaching' guided by the teaching and learning principles. Parents will be closely informed of the action and results. All staff have access to regular CPD opportunities, co-ordinated by the Assistant Head: Inclusivity/SENCo, this is to maintain up-to-date knowledge around key areas of needs and supporting strategies to ensure appropriate planning for students identified with SEN.



## **1. Request for Statutory Assessment**

A Statutory Assessment will be requested from the LA when, despite an individualized programme of sustained intervention within SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. In both cases a request for an Education Health & Care Plan Needs Assessment is made, with appropriate supporting evidence, and a decision is taken via the Inclusion Support Panel whether an assessment is appropriate.

An Education Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

A statutory needs assessment will not always lead to an EHC plan. The information gathered during the statutory assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

## **2. Reviews of Education Health and Care Plans**

Education Health & Care Plans (EHCPs) must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews.

The Headteacher, with due regard for the time limits set out in the Code of Practice, will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of Special Educational Needs and Disability/EHCP.

## **3. The Role of The Governing Body**

The Governing Body's responsibilities to students with Special Educational Needs and Disability include:

- Ensuring that provision of a high standard is made for students with Special Educational Needs and Disabilities.
- Ensuring that a suitably qualified SENCo is employed.
- Ensuring that students with Special Educational Needs and Disabilities are not disadvantaged when compared to other students.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the Special Educational Needs and Disability policy.

## **4. Professional Learning – Special Educational Needs and Disability**

As a routine part of Professional Learning and staff development, training requirements in Special Educational Needs and Disability will be assessed. The Governing Body will undertake a similar review of training needs. These needs will be included in the School Improvement Plan.

## **5. Special Educational Needs and Disability Self-Review**

This policy builds on our School Equalities Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our Special Educational Needs and Disability Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provisions will be made for all students with Special Educational Needs and Disabilities.

The school, in conjunction with the Governing Body, undertakes a thorough self-reviews each year. The outcomes of this review are used to inform the School Improvement Plan and revision of Special Educational Needs and Disability Information Report.