



SEND

Policy

Date of approval:	October 2025
Approved by:	Local Academy Board
Date of next review:	October 2026



1. Aims

Our SEN policy and information report aims to:

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

Wyvern Academy aims to:

- Identify and monitor student's individual needs during transition and/or at the earliest opportunity so that appropriate provision can be made to meet any SEND.
- Provide curriculum opportunities to prepare for adulthood and develop the young persons' perspective of appropriate workplace skills and higher or further educational pathways.
- Engage students with their own learning process and encourage high aspirations and expectations tailored to each.
- Work with other professionals and support services where appropriate to improve outcomes for students with SEND needs.
- Plan and deliver an effective curriculum to meet the needs of learners with SEND to ensure that targets set are SMART (specific, measurable, achievable, realistic, time related).
- Provide learners who have SEND with a student-centred support plan to identify areas of strength and difficulty with targets set in line with the previous statement.
- Assess SEND and identified students for access arrangements prior to external examinations.
- Communicate regularly with parents and carers to support inclusion and best practice.
- Manage medicines required in school through coordinated care plans designed in conjunction with parents and carers.
- Continue to develop staff practice and areas of special expertise through training and experience, which can be driven by student's needs.
- Monitor and review our SEND policy annually.

Wyvern Academy uses the graduated response system for identifying, assessing and responding to students' SEND. This may lead to a statutory assessment by the local authority for an Education, Health and Care plan (EHCP). Within the Academy, the Darlington SEND Ranges are used by staff to understand student's needs based on type and range within which their child fits. A register of students with SEND is maintained in school and monitored by the local authority. Where the student has an EHCP in place, this will be followed to meet the students' needs. Reviews of the EHCP will take place annually with any additional meetings included through the year as required. Any additional support which is required for a child with an EHCP can be addressed with the local authority via the review meeting.

Wyvern Academy values the contribution of all its parents, carers, students and staff to create the inclusive, supportive learning environment we aim to provide. We are ambitious and have high expectations that all students will have the opportunity to reach their learning potential during their time spent in our school. To this aim all staff have responsibility for teaching students with different learning needs (including SEND) and are expected to provide for them appropriately to meet those needs.

We encourage students to be actively engaged in their education and we recognise the importance of home support. We aim to work closely with parents and carers to be mutually supportive of our young people. We hope to provide students opportunities to achieve learning potential through a range of curriculum offers and raise their future aspirations. Throughout their time with us we strive to keep those involved appropriately informed.

2. Legislation and Guidance

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 Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- Wyvern Academy Child Protection and Safeguarding Policy 2024.

This policy also complies with our funding agreement and articles of association

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

The SENDCO

Wyvern Academy's SENDCO is Mrs O'Keeffe who can be contacted by telephoning the office 01325 351377.

The SENDCO will:

- Work with the Head of School and SEND LAB member to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination 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 graduated approach to providing SEND support.
- Advise on the deployment of the school'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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Local Academy Board Member (LAB) (Governor)

The SEND LAB Member will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Head of School

The Head of School will:

- Work with the SENDCO and SEND LAB Member to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class and setting of targets if progress needs to be addressed.
- Working closely with any teaching assistants 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Identifying pupils with SEND and assessing their needs

We will assess each student's current levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Throughout their time at the Academy, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs or engagement. Slow progress and low attainment could result in a SEND being identified but will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Interventions which are targeted and monitored may be sufficient, but sometimes it can be necessary to have ongoing specialist support or alternative educational opportunities put in place. This can be achieved through overviews or if more significant and ongoing need is identified then full statutory assessment can be carried out to apply for an Education Health Care Plan.

Consulting and involving students and parents or carers

We warmly welcome all parents and carers into the Academy, and we would encourage parents or carers to contact school with any information, advice or queries related to the young people we work with.

We will have an early discussion with the student and their parents or carers when identifying possible special educational provision. Together we form the partnership which holds the shared goals of providing the best opportunities for learning and supporting our young people to reach their potential.

The Academy holds SEND review meetings every Thursday afternoon. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' or carers' concerns and the views of the young person.
- Everyone understands the agreed outcomes sought for the child and what the next steps are.

Notes of these early discussions will be added to the student's record. We will notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

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

The subject teacher will continually monitor the student's progress throughout the year using formative assessment and with formal assessment reviews at two points throughout the year. Teachers and pastoral staff work with the SENDCo to carry out a clear analysis of the student's needs.

This will draw on:

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

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

Supporting pupils moving between phases and preparing for adulthood

We work closely with our local primary schools to ascertain the needs of individual students who are planning to join the Academy. We offer an extended transition programme for students with Education Health Care Plans and those who are identified by their primary school as requiring additional transition support.

Curriculum transition points are well supported with young people being informed and supported to make relevant choices for Key Stage 4 curriculum choices. This involves internal careers advisor appointments and guidance. Those with Education Health Care Plans will have a 1:1 careers interview at the time of their transition EHCP review. For students transitioning from Wyern Academy at Key Stage 4, we offer meetings with our careers team, college visits and careers interviews. Careers practitioners and other relevant professionals are invited to attend EHCP review meetings for Year 11. Students can develop their skills through practice interviews and college visits which allow them to make informed decisions for their next steps.

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

Our approach to teaching pupils with SEND

At all times inclusion is our primary focus and at the heart of our Academy ethos.

Teachers are first and foremost responsible and accountable for the progress and development of all students in their class. Quality first teaching is our first step in responding to pupils who have SEND which means that the teacher has the highest possible expectations for all students in their class. The teacher may adjust their teaching style to incorporate more practical learning or utilise strategies as outlined within the young person's student overview.

Where a young person requires support beyond what can be offered within the classroom, we will also provide for example some of the following interventions:

- Literacy and numeracy interventions including enhancement sessions.
- Reading interventions including use of the Lexia and Phonics programmes.
- Bespoke small group intervention for students who require speech and language programmes.
- ELSA Interventions.
- Preparation for adulthood and social skills curriculum.
- Pastoral mentoring, behaviour support intervention and external agency input for social, emotional and mental health needs.

We also work closely with many external agencies who offer support, guidance and input for individual students based on their needs and existing diagnoses. Where a young person requires a high level of individual support or small group teaching, this is usually acquired through application for an Education Health Care Plan.

Inclusion Suite

Within the suite we have intervention rooms for pupils to undertake some of the interventions highlighted previously. We also have the Eden Room which is our provision for pupils who require a safe space to be able to re-regulate and seek support. This area is open to identified pupils at break times.

Additional support for learning in school

We have teaching assistants who are trained in the areas of reading, literacy, numeracy, speech and language, emotional literacy, neurodiversity and phonics. Our team of teaching assistants include staff who primarily support students within lessons.

Teaching assistants will support pupils on a 1:1 or small group basis when this is outlined within their EHCP. Small groups may be used to deliver targeted and specific lesson content as overseen and directed by the class teacher.

Expertise and training of staff

Our SENDCO currently works as the Trusts Regional lead for SEND and has eight years' experience in this role. The SENDCO has a master's in education, holds and holds the NASENDCo award and is qualified as a specialist teacher and assessor in literacy related difficulties and is able to assess for exams access arrangements.

We have a team of teaching assistants who are trained to deliver SEND provision within the classroom and through interventions, all have a recognised Teaching Assistant qualification.

In the last academic year, staff have been trained in quality first teaching and adaptive teaching strategies. As a staff body we have developed our key principles of adaptive teaching within our send strategy for adaptive teaching. We use specialist staff for bespoke interventions within the intervention areas whether within or outside of the classroom.

Securing equipment and facilities

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Ensuring that the right equipment is available to meet every child's needs.
- Where specialist equipment is needed, contacting the Local Authority team and relevant health professionals to assess needs and provide advice and/or equipment.

Evaluating the effectiveness of SEND provision

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

- Reviewing individual progress towards their outcomes termly.
- Reviewing the impact of interventions after 6 weeks.
- Using student voice and focus groups.
- Monitoring by the SENDCO and Head of Department.
- Using provision maps to measure progress and track completed intervention.
- Holding annual reviews for pupils with EHC plans.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Extra-curricular activities and school visits are available to all students, including our before-and after-school clubs.

All students are encouraged to participate in our residential and non-residential trips. All students are encouraged to take part in special events and workshops such as sports day. No child is ever excluded from taking part in these activities because of their SEN or disability.

Outside of the school, there are allocated parking bays for Blue Badge holders near to the main reception. We use Personal Emergency Evacuation Plans (PEEP) to support students who may have difficulties with physical or other needs when leaving the building in case of an emergency.

Our Accessibility Plan is committed to providing an accessible environment and can be found on the school website.

Support for improving emotional and social development

Our team provides extra pastoral support arrangements for listening to the views of pupils with SEND and we take clear measures to minimise or prevent child-on-child abuse. We provide support for pupils to improve their emotional and social development, and we have a zero-tolerance approach to child-on-child abuse in order to prevent bullying.

Working with other agencies

Our school has strong relationships with many agencies, and we continue to work alongside health and social care professionals to ensure the needs of our students and their families are met.

We work with the following agencies to provide support for students with SEND:

- Mental health services including CAMHS and MIND.
- Speech and Language Therapists, Occupational Therapists and Physiotherapists.
- Hearing and Visual Impairment Team.
- Autism Outreach Team.
- School Nurse Team.
- Early Help Team and Social Workers
- Educational Psychologists.

Complaints about SEN provision

Complaints about SEND provision in our school should be initially made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

Contact details of support services for parents of pupils with SEND

SENDIASS are a service for young people (aged 25 or under) who are disabled or need extra help with learning or parents and carers of those young people.

Services can give information, advice and support on:

- Schools, college or training.
 - Getting the right healthcare.
 - Getting the right support at home, school or in the workplace
<https://livingwell.darlington.gov.uk/Services/340/SEND-Information-Ad>
 - The SENDCo is Mrs O'Keeffe can be contacted through the school office, or by telephoning 01325 351 377.
- Concerns may also be raised via the student's Head of Year or Form Tutor.

The local authority local offer

Our local authority's local offer is published here [Darlington SEND Information – Darlington](#)

6. Monitoring and Evaluation of SEND

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Local academy board.

7. Policies

This policy works in conjunction with:

1. Accessibility Plan.
2. Climate for Learning (behaviour).
3. Equality information and objectives.
4. Supporting pupils with medical conditions.