



Joseph Leckie  
Academy

# Special Educations Needs (SEND) Policy

**Approved by Governing Board: 11/2025**

**Last reviewed on: 11/2025**

**Next review due by: 11/2026**

## **1. Introduction**

Joseph Leckie Academy is a community with the courage to learn and lead. We believe in equal opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

### **1.1 Our Beliefs and values with regard to SEND.**

At Joseph Leckie Academy, our vision is to promote inclusion for all students by ensuring access to a broad and balanced curriculum within an environment that nurtures confidence, self-esteem, and independence. All students have skills, talents, and abilities and as an Academy we are committed to making reasonable adjustments to support every learner in achieving their full potential. Our staff and governors work together to create a community where every student feels a genuine sense of belonging. We aim for all students to enjoy their learning, experience success, and contribute meaningfully to Academy life, irrespective of their status.

#### **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs by ensuring they have access to Quality First Teaching. Every teacher at the Academy is a teacher of SEND.
- Teachers embed adaptive teaching to meet the needs of our students by providing adapted learning opportunities and suitable materials appropriate to their needs, interests and abilities. This ensures that all children have a full access to the curriculum.
- SEND might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between SEND students and their non-SEND peers. This will be facilitated through a range of access strategies including skilled staff, specialist equipment, external agencies and resources.
- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. Students with SEND will have special programmes designed to maximise opportunities for independent living in preparation for life after schools, including preparation for work or continuing education or training.
- English as an Additional Language (EAL) is not considered as SEND.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning.

Regarding these beliefs, the following policy outlines the provision the Academy endeavours to achieve for students with SEND. In addition, this policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at the Academy.

## 2. Aims & Objectives

### 2.1 Aims.

In accordance with the Special Education Needs Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK](#)), a student has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made or has a disability which prevents them from using the facilities at the Academy. A student has a disability if this has a substantial or long-term adverse effect on the ability to carry out normal day-to-day activities.

By special educational provision we mean that which is additional to or different from the educational provision made generally for students of the same age. Some students may be underachieving but will not necessarily have a special educational need. Early identification and appropriate interventions will support these students catch up.

At Joseph Leckie Academy, we believe that all students are capable of excellence, and the aim of this policy is to raise standards throughout the Academy in order to ensure a positive outcome for students with SEND. It is our responsibility to make reasonable adjustments to ensure that students with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes of intervention, which address the root causes of any learning difficulty, are essential ingredients to the success for these students. We believe in equality of opportunity and will eliminate discrimination on the grounds of ethnicity, gender and disability.

**2.2 Objectives.** In order to achieve this, Joseph Leckie Academy will:

- Ensure that all students with special educational needs have their needs identified and met. Each student will have a personalised SEND Support Plan which will be reviewed on a termly basis through the graduated approach (Assess, Plan, Do and Review).
- Operate a whole - Academy approach to the management and provision of support for SEND and make effective provision to ensure inclusion.
- Offer full access to a broad, balanced, differentiated and relevant curriculum.
- Ensure that the progress of all students with special educational needs is carefully monitored.
- Provide advice and support to all staff working with students with special educational needs students and liaise and work with staff, parents and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services and work with external agencies to make sure that appropriate provision is provided.

## 3. Roles and Responsibilities

3.1 To ensure that SEND provision in the Academy is in line with the New Code and students with special educational needs are properly provided for; the following staff have responsibilities as listed below

Ruth Perry	SENDCo
Rachael Owen	Assistant SENDCo
Marie. DeRome	Designated Safeguarding Lead
Nafisa Ravat	Assistant Principal (Inclusion)

3.2 The SEND Link Governor is Gemma Coles.

## 4. Legislation and guidance

4.1 This document is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

4.2 This policy is also based on the following legislations:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4.3 This policy has also been written with due regard to the following documents

- Safeguarding policy
- Statutory Guidance on supporting students at school with medical conditions (2014)
- Accessibility policy
- Access Arrangements policy
- Teachers' Standards

## 5. Identifying SEND

5.1 Section 6 of the SEND Code of Practice 2014 (page 97-98) describes 4 categories of need. Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

- **Cognition and Learning (C&L)**

Students with Cognition and Learning difficulty typically learn at a slower pace than their peers. This category covers a broad range of needs, including:

- Specific learning difficulties (SpLDs): These affect areas of learning, such as dyslexia, dyscalculia, and dyspraxia.
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD): Pupils with these needs often have significant and complex learning difficulties alongside physical disabilities or sensory impairments.

- **Communication and Interaction (C&I)**

Students with needs in this area experience challenges in communicating with others. They may find it difficult to understand spoken language, express their thoughts and ideas, or interpret and use the social rules of communication effectively. Students on the autism spectrum often have needs that fall within this category.

- **Social Emotional and mental health difficulties (SEMH)**

These needs may arise from a wide range of underlying difficulties or conditions. Students may experience:

- Mental health challenges such as anxiety, depression, or eating disorders
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment difficulties
- The effects of adverse childhood experiences

Such needs can present in various ways, including challenging, disruptive, or distressing behaviour, or through a student becoming withdrawn or socially isolated.

- **Physical and /or Sensory needs (P&S)**

Students with these needs have a disability that impacts their ability to access the educational facilities and opportunities typically available to others. They may have:

- A **sensory impairment**, such as a visual impairment, hearing impairment, or multi-sensory impairment
- A **physical impairment**

These students may require ongoing additional support, adaptations, or specialist equipment to ensure they can fully participate in all aspects of school life alongside their peers.

5.2 In identifying the special educational needs of students at Joseph Leckie we look at the needs of the whole child. Due consideration is given to factors which may have an impact on a student's progress and attainment but is not SEND. These include:

- 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
- EAL
- Being in receipt of Pupil Premium
- Children in Care
- Being a child of a serviceman/woman
- In keeping with the new Code, behaviour is no longer described as SEND but as an underlying response to a need

## **6. Making the Academy Accessible**

6.1 The Academy has made the following general adaptations to the facilities to support increased access for students with disabilities and special educational needs;

- Ramps
- Painted stairways
- Lifts

- 6.2 Blinds and carpeting are available in some rooms to assist access for students with sensory needs and there are disabled toilets. Handrails are fitted to all stairs; ramps have been built to the main and side entrances.
- 6.3 For disabled students attending Joseph Leckie Academy, we strive to provide an inclusive ethos so that they feel able to participate in all Academy activities. This may take the form of adult support to access, for example, physical activities and practical lessons.
- 6.4 The Accessibility Policy further covers how the Academy endeavours to make reasonable adjustments to accommodate all students to participate fully in school life at the Academy.

## **7. The Graduated Approach to SEND Support**

7.1 Every class teacher at the Academy is responsible for:

- Planning and delivering high-quality, differentiated teaching that meets the individual needs of students through a graduated approach and effective use of SEND Support Plans
- Monitoring the progress and development of every student within their class.
- Collaborating with teaching assistants and specialist staff to plan, implement, and evaluate the impact of support and interventions, ensuring these are effectively integrated into classroom practice
- Maintaining regular communication with parents and carers, sharing both positive progress and any emerging concerns. Subject teachers are available at consultations evenings as well as by prior appointment.
- Teachers should also complete a SEND Cause for Concern Form for any student they are worried about and work alongside the SENCO to review each student's progress and development, making adjustments to provision as needed. If the student continues to make inadequate progress, the SENDCo considers the possibility that the child has SEND.

7.2 Parents or carers should inform the Academy if they have any concerns about their child's progress or Development. The Academy will take into account the views of the parents or carers in any decision made about the student. The SENDCO is available by appointment and via email [JLASENDinfo@josephleckieacademy.co.uk](mailto:JLASENDinfo@josephleckieacademy.co.uk).

7.3 Once a student has been identified as having SEND, the Academy will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

- **Assess**

The student's class teacher and the SENDCo will carry out a clear analysis of the students' needs. The views of the student and their parents/carers will be taken into account. For students with more complex or higher levels of need, specialised assessments from the educational psychologists, sensory specialists (VI or HI), speech, language and communication therapist or other external professionals or agencies are taken into account. At Joseph Leckie Academy, we will always seek parental/carers consent prior to the involvement of external agencies.

- **Plan**

In consultation with the parents/carers and the student, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff through a SEND Support Plan which will be stored on the Academy's database (Class Charts).

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

- **Do**

Subject teachers will retain overall responsibility for the progress of the students and implement QFT strategies.

The SENDCo and subject teachers will also work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will also support the teacher in further assessing student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

- **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date (at least once termly).

The Academy will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and student
- The level of progress the student has made towards their outcomes
- The views of staff who work with the student

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

## **8. Level of Support**

8.1 Students receiving SEN provision are placed on the Academy's SEND Register. All SEND students will have a personalised SEND Support Plan which will be reviewed on a termly basis as part of the graduated approach. The SENDCo is responsible for updating individual SEND Support Plans following each review. In consultation with parents, decisions will be made regarding whether a student should be removed from the SEND Register if they are now making adequate progress or no longer require specialist support.

8.2 Students who need more support than is available through the SEN provision may have an Educational Health Care Plan (EHCP). This is a legal document that describes the needs of the student, the provision that is needed and the outcomes sought. The Academy must ensure that it provides the appropriate level of support required to meet the student's needs.

8.3 Where a student requires a level of support that cannot be met within the Academy, we will seek timely advice from the LA's, Educational Psychologists, or other external specialists. This may include considering

whether a change of placement is necessary, which will be discussed in full partnership with parents and the student.

## **9. Continuing Professional Development for staff**

9.1 Through our appraisal cycle, staff indicate areas for development and training including SEND. General feedback from teaching and support staff during discussions is also vital in gathering information about training needs. From these, in-house SEND CPD sessions are arranged in addition to individual staff attending a variety of courses. Quality First Teaching strategies for supporting SEND learners are shared with staff and supplemented by weekly SEND Bites (Spotlight on SEND). The SENDCO also regularly attends the LA's SENDCO network meetings in order to keep up-to-date with local and national changes in SEND.

9.2 We run an induction program for ECTs, new teachers and support staff when they join Joseph Leckie Academy. This includes meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual students via SEND Support Plans.

## **10. Supporting Students at the Academy with medical Conditions**

10.1 The Academy must ensure that it provides the appropriate level of support required to meet the student's needs. Section 100 of the Children and families Act 2014 places a duty on the governing bodies of schools to make arrangements for supporting children with medical conditions. Students with medical conditions have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. Schools have a responsibility for the health and safety of students in their care (Health and safety at work Act 1974).

10.2 We recognise that students with medical conditions are supported in such a way that they have full access to the curriculum including physical education and Academy trips. That is, they have the same privileges as their peers. We are aware:

- That medical conditions may affect a child's educational, social and emotional well-being.
- Children may also be self-conscious about their conditions and as a consequence develop anxiety or depression.
- Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duty under the Equality Act 2010.
- Some may have special educational needs and may have a EHCP which brings together health and social care needs, as well as their educational provision and the SEN Code of Practice (2014) is followed.

## **11. Evaluating the effectiveness of SEN provision**

11.1 The Academy evaluates the effectiveness of our SEN provision by:

- The SENDCO tracking and monitoring student progress through SEND Support Plans,
- Carrying out the review stage of the graduated approach in every cycle of SEN support. Please see Section 7 of this policy.
- Holding annual reviews for pupils with an EHCP.



11.2 Parent or carers of students on the SEND register will be:

- Invited to termly meetings to review the provision in place.
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.

11.3 Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. The student views will be taken into account in making decisions that affect them, whenever possible. Discussion with a student may include:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

11.4 Through ongoing evaluation and monitoring, the Academy will continue to strengthen the delivery of provision for students with SEND, ensuring improved outcomes for all learners.

## **12. Admission arrangements**

12.1 The admission arrangements for Joseph Leckie Academy treats students with special educational needs who do not have an EHCP the same as for all other students. They are administered in accordance with the guidance set out in our Admission Arrangements Policy. A copy of the Admission Arrangements Policy is available on the Academy website.

12.2 Students with an EHCP are admitted following consultation with the LA SEND Team to determine whether Joseph Leckie Academy is the appropriate educational provision. Students for whom we can meet need (and for whom the Academy is named on the plan) will be admitted before any other places are allocated.

12.3 For students transitioning from primary to JLA, parents are invited to meet with the SENDCo during the Year 7 Transition 1:1 Parental Meetings or by appointment. During the summer term, the SENDCo and Transition Lead visit all feeder schools to gather relevant information about incoming students. SEND students are also invited to attend a dedicated SEND Transition Day.

## **13. Access arrangements**

13.1 The Academy, where possible, makes reasonable adjustments to ensure all students can participate fully in school life. This includes:

- Increasing the extent to which students with disabilities can access the curriculum.
- Improving the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefit, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The Accessibility Policy further covers the accessibility process and related issues in more detail.

13.2 In accordance with the Equality Act 2010, the Academy will make reasonable adjustments to enable SEND students to access assessments and fulfil "its obligations in respect of identifying the need for,

requesting and implementing access arrangements.” [JCQ ‘General regulations for approved centres’ Chapter 5.5]. These adjustments may include the use of readers scribes, extra time and modified question papers. The Access Arrangements Policy provides further detail on the assessment process and related procedures.

#### **14. Bullying**

14.1 The Academy runs a SHARP system where students including those with SEND can make a referral / complaint anonymously. Complaints and concerns are dealt promptly by a member of staff. Regular assemblies address the issue of cyber bullying and safe use of social media and the internet. More details about this can be found in the Academy’s Anti-Bullying policy.

#### **15. Dealing with Complaints**

15.1 We will always be open to receiving either compliments or complaints in respect of students with special educational needs in the Academy. In the first instance these should be relayed to the SENDCo either by calling for a discussion/to make an appointment, or by sending an email to [JLASENDinfo@josephleackieacademy.co.uk](mailto:JLASENDinfo@josephleackieacademy.co.uk).

15.2 If it is a complaint, it may be that it can easily and quickly be dealt with by a telephone conversation. Please be aware that all staff in the Academy will be fully involved in teaching and supporting children so the times at which they can come to the phone are limited.

15.3 In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in the Academy with the SENDCo to discuss this further. If you are still not satisfied that your concerns have been resolved then you should either phone the Assistant Principal for Inclusion for a conversation or appointment to meet or put your concerns in writing. The Academy’s Complaints policy is published on the website.

#### **16. Monitoring and evaluation arrangements**

16.1 The Academy continually seeks to improve both its SEND policy and the provision offered, ensuring that expectations for students with special educational needs remain as high as those for all students. We will review our effectiveness by evaluating the extent to which we are meeting the objectives outlined in Section 2 and ensuring that SEND remains the Golden Thread throughout the Academy. Our evaluation of SEND provision will focus on:

- All staff are aware of students with SEND at the start of the autumn term. The SEND Register being accessible to all staff at the Academy.
- Effective use of SEND Support Plans by all staff at the Academy. Every teacher is a ‘Teacher of SEND’.
- How early students are identified as having SEND and effective use of the SEND Cause for Concern Form.
- Student progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the Academy community
- Comments and feedback from students and their parents/carers

16.2 This policy will be reviewed by the Assistant Principal and Principal every year. It will also be updated when any new legislation, requirements or change in procedures occur every year.

16.3 This policy will be approved by the JLA Governing Board.