A proud member of

Special Educational Needs Policy

Date Written	29th September 2026	
Written By	Mrs Debbie Wedge	
Date of review	September 2027	
Approved by:	(CoG)	Date:
	(EHT)	Date:

The Academy is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims

Moorcroft Wood Academy aims to:

- Provide clear guidelines on how staff promote an environment centred around the needs and wellbeing of the individual;
- Explain process for the identification of Special Educational Needs;
- Identify roles and responsibilities.

At Moorcroft Wood Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for our pupils whatever their needs or abilities. Not all pupils with disabilities or circumstances that may affect their inclusion at academy have special educational needs, and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

Moorcroft Wood Academy places great importance on ensuring that the needs of all children and young people in the academy are met, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning

2. Supporting Legislation

This policy is written to support the current Special Educational Needs and Disability Code of Practice: 0-25 years. A copy of this document can be found at the below link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

It also takes into account the Children and Families Act 2014 (Part 3), SEND Regulations 2014 and the Equality Act 2010.

3. Provision for Pupils with Special Educational Needs

Moorcroft Wood Academy is a mainstream Academy, with an SRP (Specialist Resource Provision) for up to eight children, who have a diagnosis of Autism or who present with significant

Communication and Interaction difficulties. The places are allocated by Walsall Local Authority not by the Academy.

At Moorcroft Wood Academy, we recognise that appropriate support and intervention, through the implementation of this policy, will enable all pupils with SEND to experience and enjoy achievement.

In accordance with the Special Education Needs Code of Practice (2015), a pupil 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 in academy. By special provision, we mean that which is additional and different to or different from the educational provision made generally for pupils of the same age. A pupil has a disability if this has a substantial or long-term adverse effect on the ability to carry out normal day-to-day activities.

At Moorcroft Wood Academy, the acquisition of basic skills is regarded as fundamental in our approach to learning. In literacy, children are provided with intervention strategies such as reading catch-up and RWI phonic programmes, which are integral to their IEP needs. In maths, several children have targets with carefully planned work to strengthen gaps in their mathematical understanding, using the concrete-pictorial-abstract method.

At Moorcroft Wood Academy, we believe that all pupils are capable of excellence and the aim of this policy is to raise standards throughout the academy. We believe in equality of opportunity and we will eliminate discrimination on the grounds of ethnicity, gender and disability.

The curriculum at Moorcroft Wood Academy is designed so that it will provide our pupils with the strong foundation on which to build their current and future learning. We aim for our curriculum to be motivating and to create an enjoyable learning experience, which enable children to become confident and independent thinkers.

We aim for our children to leave Moorcroft Wood Academy with the life-long abilities across the curriculum to think analytically and to communicate key skills and language.

Objectives

In order to achieve this, we will:

- ensure that all pupils with special educational needs have their needs identified and met
- make effective provision to ensure inclusion
- offer full access to a broad, balanced, differentiated and relevant curriculum
- ensure that the progress of all pupils with special educational needs is carefully monitored
- recognise all pupils as individuals with strengths and weaknesses to be supported
- encourage a positive attitude to enable all pupils to achieve their potential in all areas
- develop confidence and self-esteem so that pupils value themselves
- help pupils to manage their behaviour and emotions, allowing them to take part in learning effectively and safely
- involve parents in partnership in the education of their child
- request advice from outside agencies as appropriate.

Please refer to the Academy's separate curriculum policies for more detailed provision within each subject and the SEND Information Report.

4. Defining Special Educational Needs (SEN)

At Moorcroft Wood Academy, we use the definition for Special Educational Needs (SEN) from the SEND Code of Practice (2015). This states that:

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

5. Defining Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. The Academy has a duty not to discriminate and to make reasonable adjustments, including the auxiliary-aids duty where applicable.

Please see the Accessibility Plan, which covers curriculum participation, the physical environment and accessible information.

6. Categories of Need

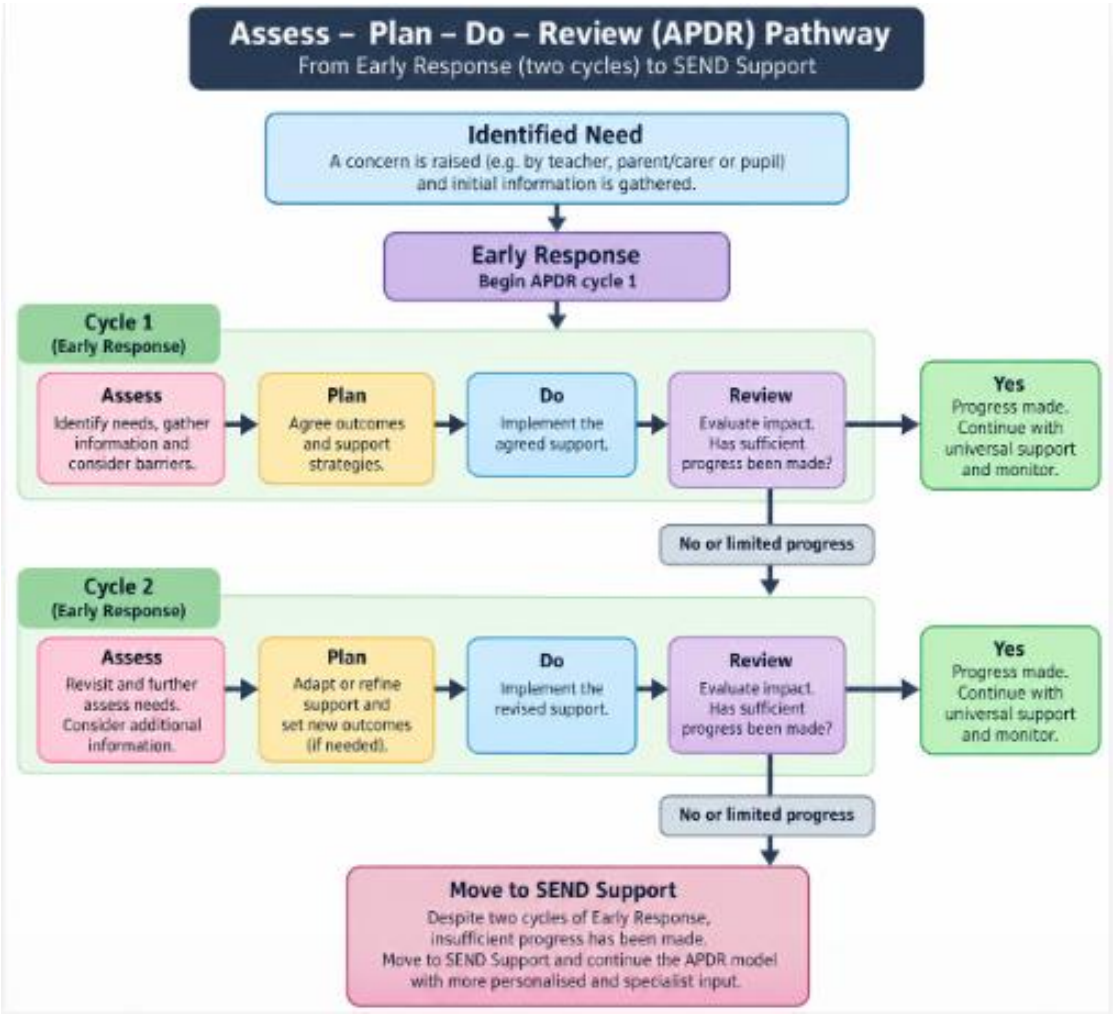
The SEN Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs.

The purpose of identification is to identify actions and strategies that need to be undertaken in order to support students in mainstream education. It is not to group or 'place' students into specific categories.

7. SEND Policy Flowchart

The below diagram shows the process for identification and support for SEND pupils:



8. Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all areas as identified within the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Including SEND as a focus of the Academy Development Plan.
- Enabling identified pupils with SEND to reach and fulfil their potential.
- Enabling successful transition of SEND pupils from their previous educational setting to Moorcroft Wood Academy, or from the academy to their future academy or educational placement.
- Removing barriers to achievement and offering alternative / personalised curriculum within all key stages in order to meet the needs of the individual.
- Enabling all students, including those with SEND, to engage with activities within and out of academy (i.e. trips and after academy clubs).
- Ensuring personalised quality first teaching strategies take place throughout the academy.
- Ensuring up to date continuous professional development for all staff throughout the academy related to SEND.
- Carrying out regular monitoring of progress and development of all pupils throughout the academy.
- Completing the graduated approach to support and intervention.
- Ensuring that appropriate staffing and funding are in place for all pupils, regardless of ability or need.
- Ensuring that all Governors, particularly the Governor for SEND, are up to date and knowledgeable about the Academy's SEND provision and inclusion strategies.

- Involving the Academy's Governors in the future development and monitoring of this policy.
- Linking to other policies, including Accessibility, Care and Control, Positive Relationships and Behaviour and Mental Health and Behaviour in Schools.

8.1 Graduated Response
Early Response to SEND Support:

When we first identify that a child has a difficulty and they are not making sufficient progress in relation to other pupils in the class and year group, we will plan how we are going to help them to overcome this, and give a timescale and target for improvement. We will then implement the actions and monitor whether they are proving successful. For most children and young people this "boost" may be all that is required. When the agreed outcomes have been achieved, the Academy will review the child's needs and the effectiveness of the provision in consultation with the child and their parents/carers. Where the child no longer requires special educational provision that is additional to or different from that made generally for pupils of the same age, they may cease to receive SEN Support. Their progress will continue to be monitored through the Academy's universal provision.

If the support has not been as successful as we hoped and the pupil has not made the expected progress towards the agreed outcomes, we will continue with the support and may vary the approach taken.

When we are offering support at this level, we say that children are working at the **Early Response** stage. If after some time, and through a cycle of monitoring and planning there is still no progress being made, then we may consider increasing the amount of support that we give.

If a child is making very little progress, and requires a great deal of support, we say that they are working at **SEND Support** stage of the Code of Practice. This should involve the parents, teacher and SENCO who will consider all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

The Academy will then begin the **Assess-Plan-Do-Review** cycle where measurable and achievable targets are set. These are reviewed with parents and children each term. It is crucial that the child is at the centre of any decisions made, and that parents are fully involved in the process. Children can provide their opinion through pupil voice, or through drawings/ photographs.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Our academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If a child is considered to have made good progress then, in consultation with parents, the child will be added to the monitoring list and removed from the SEND register.

If a child or young person still makes no progress and we have made full use of all of the resources in the academy, including seeking the advice and support of outside agencies, such as Educational Psychologists, we will consider along with the parents and other professionals whether to request an **Education, Health and Care Plan**.

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the pupil's SEN, the pupil has not made expected progress, the Academy, in consultation with parents/carers and relevant professionals, may consider requesting an EHC needs assessment from the Local Authority. The Local Authority is responsible for determining whether it may be necessary for special educational

provision to be made for the child or young person in accordance with an EHC plan, in line with section 36 of the Children and Families Act 2014.

This process fully accords with the national guidance issued through the Code of Practice on meeting Special Educational Needs.

9. Roles and Responsibilities

- The Governors are ultimately responsible for ensuring that they use their best endeavours to meet the needs of children and young people with special educational needs in their academy.
- The Executive Head Teacher, **Mrs A. Adair**, and Head of Academy **Mrs D. Roper**, are responsible for ensuring that this is translated into reality.
- The Special Educational Needs Co-Ordinator (SENCO) is responsible for coordinating the day-to-day provision for pupils with SEND. The academy's nominated SENCO is **Mrs D. Wedge.**
- The Assistant SENCO's are **Mrs S. Cutler** and **Mrs A. Whitehouse** who work closely with the SENCO,
- Teachers teach every child or young person, including those with SEND, and take full responsibility for all children and young people with SEND in their class. We also have a range of experienced TA's across the academy to support teachers with small group work.
- The academy's safeguarding team are responsible for ensuring that visitors to the academy are appropriately vetted via agreed checking systems. They are also responsible for reporting any concerns of risk or possible harm to relevant agencies. Further details of this can be found in the academy's Safeguarding and Child Protection Policy.

10. Training and Professional Development

The academy's Senior Leadership Team, working with the SENCO, will take active steps to ensure that staff are aware of, and adhere to, the aims and stated outcomes of this policy.

This will be reflected in the framework of CPD and staff training. Identified areas for professional development will be part of the academy's professional development cycle and plan as needed.

Further information regarding specific training can be found in the SEND information Report.

11. Monitoring and Evaluation

This policy is reviewed annually by the Executive Head Teacher or the Head of Academy. At every review, it will be approved by the Local Academy Governors in line with its statutory duties.

12. Data Processing and Storage

All data held by Moorcroft Wood Academy will be processed, stored and retained in line with current Data Protection Guidance. Further details of this can be found in the academy's Data Protection and Information retention Policies.