



Joyce Frankland Academy, Newport

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Intent: The Joyce Frankland Academy Vision

Founded with the vision of the 'love I bear learning', we recognise Joyce Frankland's original purpose, that our school should be a place where all of us take pleasure in learning both now and in the future. We strive to ensure our curriculum is as broad as possible, providing our young people with as many opportunities as possible. Whether that be to join one of our many sports teams and represent the school, participate in our annual school theatre production or learn a new musical instrument, we want to support our students to find the inspiration to succeed. We also recognise Dame Joyce Frankland's wider vision, ensuring that every member of the community is given opportunities to explore through learning, fulfil their potential and flourish in their futures.

Since 1588, the school has been a single-sex grammar, a mixed gender grammar, mixed gender comprehensive and, finally, in 2012, a single-trust academy. In January 2020, the Academy joined Anglian Learning trust, based in South Cambridgeshire, which is currently made up of a family of 18 schools across the region.

At Joyce Frankland Academy, Newport, we believe everyone belongs. Guided by our core values of Aspiration, Respect and Responsibility, we are committed to creating an inclusive environment where every young person is known, valued and empowered to succeed. We work to understand each student's unique strengths and needs, enabling them to access the curriculum, achieve their goals and pursue their aspirations with confidence. We celebrate achievement in all its forms, academic, creative, personal and social, and recognise the many ways our students grow and contribute to our community. In partnership with families and the wider community, we continue to nurture a culture where every child thrives, honouring Dame Joyce Frankland's legacy by inspiring learners to shape a better future and make a positive difference in the world.

Intent: Legislation and Guidance

This policy and appended information report are 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 students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy works alongside, and in conjunction with, the Essex County Council Local Offer and other school policies such as Accessibility, Anti-Bullying, Medical Needs and also those relating to behaviour and attendance and is embedded in the Academy's Teaching and Learning framework.

Intent: Defining SEND

"Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

- their learning and development occur at a very slow rate;
- their attainment is at a level that is significantly below age-related expectations and there is evidence of an increasing gap".

Section 312 Education Act 1996



“A person has a disability...if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”

Section 1(1) SEND Act 2001

Special education is education or training provision which is adapted or additional to that made generally for other children or young people of the same age by mainstream settings.

SEND is categorised in four broad areas of need and support:

- **Cognition and Learning:** which includes moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia.
- **Communication and Interaction:** which includes speech language and communication needs, Autism Spectrum conditions.
- **Social, Emotional and Mental Health:** which includes difficulties with poor mental health and wellbeing including anxiety and depression, difficulties with regulating and managing emotions, disorders such as ADD, ADHD or Attachment Disorder.
- **Sensory and Physical:** which includes physical disability, vision, hearing or multisensory impairment.

Many students have learning difficulties or learning differences that fit clearly into one of these areas whereas some have comorbidities of needs that span two or more areas. At Joyce Frankland Academy, the needs of the whole young person are considered, which will include not just the special educational needs.

Implementation: Roles and Responsibilities

The SENDCo will:

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Lead and coordinate the Learning Support Department, which includes a highly skilled and knowledgeable SEND Administrator, Deputy SENDCo and a committed team of expert teaching assistants whose work has a profound impact on the Academy experience and the lives of our vulnerable students.
- Provide professional guidance to colleagues and work collaboratively with staff, parents and external agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Be the first contact for external agencies, especially Essex County Council and its support services.
- Liaise with potential Post-16 providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and governing body to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure that the school meets its statutory duties under the SEND Code of Practice and that all staff understand their responsibilities for supporting learners with SEND.



- Monitor and evaluate the effectiveness of SEND provision, using data, feedback and outcomes to drive improvement.
- Foster strong relationships with parents, carers and external agencies to support coordinated, person-centred provision for students with SEND.

The SEND governor will:

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

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Promote an inclusive culture across the Academy, ensuring that high-quality teaching and high expectations for all learners are embedded throughout the curriculum.
- Allocate sufficient resources, staffing and training opportunities to enable effective SEND provision and continuous professional development.

The SEND Administrator will:

- Ensure that the records of all students with SEND are kept up to date.
- Liaise with the SENDCo and Exams Officer to ensure that Exams Access Arrangements are in place.
- Be a point of contact for parents and Academy staff as well as external agencies.
- Support the organisation and scheduling of meetings, including annual reviews, and ensure that all required documentation is prepared and distributed in a timely manner.
- Assist with monitoring and tracking SEND provision by maintaining accurate data, generating reports, and supporting the SENDCo with administrative tasks linked to interventions and provision mapping.

Teaching Assistants will:

- Support students with SEND to access the mainstream curriculum by reinforcing and extending learning through approaches tailored to individual needs.
- Provide targeted intervention while promoting the development of students' independence and self-confidence.
- Work collaboratively with the SENDCo, teachers and specialist staff to contribute to planning, delivering and reviewing support and interventions, ensuring alignment with classroom teaching.
- Liaise effectively with the SENDCo, teaching staff, external professionals and families regarding the progress and needs of their key students.
- Help create an inclusive and supportive learning environment that enables students with SEND to engage fully in school life.



- Contribute to monitoring and recording students' progress, sharing relevant information promptly to support ongoing assessment and planning.
- Promote the well-being, safeguarding and positive behaviour of students with SEND in line with school policies.

Class Teachers will

- Monitor the progress and development of all pupils in their class, including those with SEND, and identify any additional support required.
- Collaborate with teaching assistants and specialist staff to co-plan, implement, and evaluate support, ensuring it complements classroom teaching and promotes curriculum progress.
- Work closely with the Learning Support Team to review students' progress and development, providing input to inform any adjustments to provision.
- Adapt teaching and learning strategies to meet the diverse needs of learners with SEND and ensure access to the full curriculum.
- Maintain regular communication with parents and carers regarding the progress, achievements, and support strategies for students with SEND.

Implementation: A Graduated Approach to SEND support

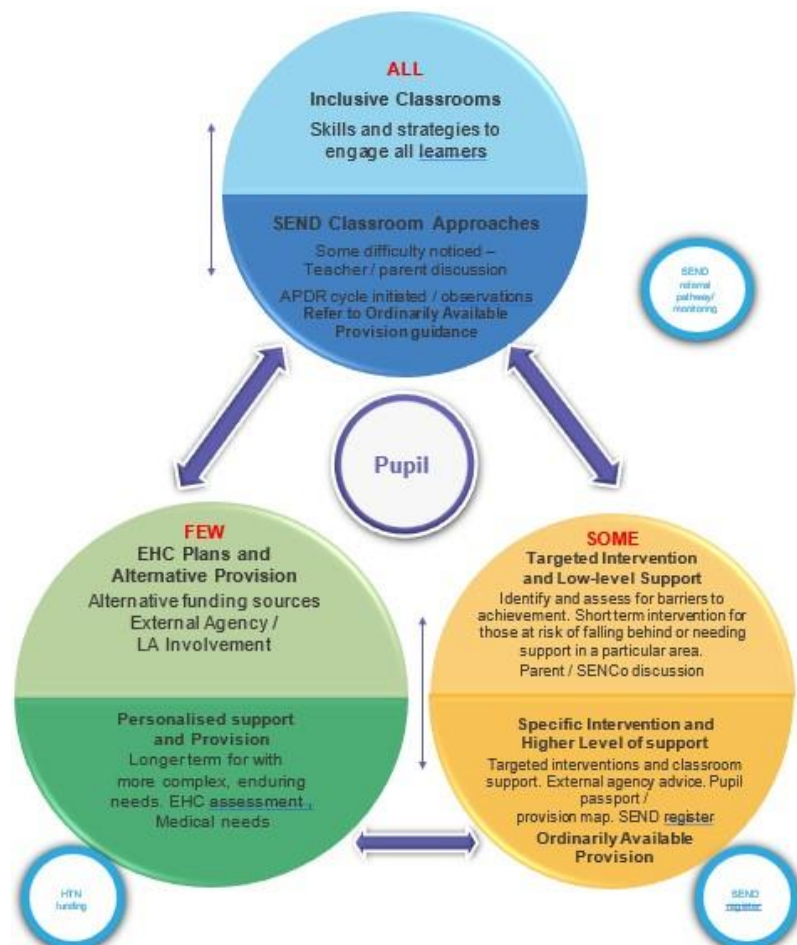
The Anglian Learning Graduated Approach

When a child or young person is identified with or is suspected of having Special Educational Needs then academies should take actions to remove the pupil's barriers to learning and put in place an educational provision through the use of the Graduated Approach.

The Graduated Approach incorporates the process by which school's assess the needs of children and young people which is highlighted to the Learning Support Team in a number of ways; either through liaison with primary school teachers prior to entry, SATS results, as a result of tests undertaken in Year 7 (*at entry*) or through referral from a teacher or member of the pastoral or learning support team.

When addressing students' individual difficulties, the Academy follows the graduated approach detailed in the SEN CoP (2014) to support children and young people with SEND. This "Assess, Plan, Do, Review" cycle forms the basis of all our support and should be adopted at all stages of the Graduated Approach. Through the cycle, earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil's needs and the support that they require.

Anglian Learning Graduated Approach





Inclusive Classrooms: High Quality Teaching

High Quality Teaching (HQT) provides a consistent and challenging learning environment with suitable adaptation and personalisation according to all students' needs and as such is the most important aspect of our provision. The SEND register provides information for teachers about the needs of students in their classes, the support provided and any teaching strategies or approaches that are required.

To ensure that HQT takes place on a consistent basis, continuing professional development is undertaken by all staff and there is additional targeted support where it is needed.

Within these arrangements, the majority of students will learn and make good progress; those whose overall attainments or attainment in a specific subject fall significantly outside of the expected range may be referred for additional intervention from Learning Support and may be placed on the SEND register.

Interventions and additional support:

Students who have been identified as needing additional support or intervention to that which is ordinarily available may be placed on the SEND register. A plan or targeted intervention is put in place and reviewed termly to measure the impact of any additional support as part of the Graduated Approach to Support.

All students on the SEND register have a personalised Learning Plan (One Plan) based on the graduated 'Assess, Plan, Do, Review' model, which is shared with all Academy staff as well as parents and carers. Learning Plans are reviewed termly with the individual students as a key part of the person-centred approach to SEND support provision. Students are assigned a Key Worker who will work with students, their families and teachers to create a flexible, person-centred support continuum.

Personalised support, EHC plans, Alternative provisions:

Students who are identified as requiring specific individual support will have significant and persistent learning difficulties despite access to appropriate support and interventions available in the first two stages of the Graduated Approach. These students will require more targeted and specialist intervention, which may include access to external agencies providing additional support services. This is achieved through an EHCP (*Education, Health, Care Plan*), following the legal assessment outlined in the Essex County Council Local Offer.

Implementation: Exam Access Arrangements

Exam Access Arrangements for public examinations can be applied for when a student meets the eligibility requirements set out by the Joint Council for Qualifications (JCQ). Access Arrangements include the use of a reader/computer reader, scribe, laptop, rest breaks, preferential seating or extra time. Assessments are carried out by a qualified assessor who passes on their recommendations to the SENCO to make the application. Applications are processed by the school's Exams Officer.

Students may be referred for formal Access Arrangements assessment towards the middle/end of Year 9 and assessments take place in the Autumn term of year 10 so that the most appropriate arrangements are put in place as they commence their GCSE studies. This is because Exams Access Arrangements are only granted to students when this is their 'normal way of working', and where approved standardised assessments conducted by the assessor provide sufficient evidence to substantiate the application.



Implementation: Supporting students with medical conditions

The Academy is committed to ensuring that students with medical conditions are fully supported to access all aspects of education, including lessons, trips, co-curricular activities, and physical education. All students with a medical condition will have an individual Health Care Plan, developed in consultation with parents, staff, and relevant health professionals, to ensure their needs are clearly understood and met. Where students' medical conditions also qualify as a disability, the Academy will comply with its duties under the Equality Act 2010. Additionally, some students may have learning needs and an Education, Health and Care (EHC) plan, which integrates health, social care, and special educational provision. In such cases, the Academy follows the guidance of the SEND Code of Practice 2014.

Implementation: Accessibility

When providing educational services to a pupil, the Academy is legally required to make 'reasonable adjustments' to cater for a pupil's disability. Such 'reasonable adjustments' vary according to the needs of individual students; examples include environmental alterations to accommodate students with physical and sensory needs and individual evacuation plans for wheelchair users.

There are disabled toilets in all areas of the school and a shower/changing room with a hoist is available in the Hive. Safer Handling training is delivered to all staff and Manual Handling training is delivered to relevant staff where required.

Please see separate Accessibility Plan for further information.

Implementation: Child on child abuse

Academy staff are mindful of the increased risk of bullying for students with SEND. Fostering a culture that promotes understanding and celebrates diversity is central to the Academy's ethos, and this is reinforced through regular assemblies and PSHE activities. Promoting independence and resilience in students with SEND is a key priority and underpins all aspects of our provision. We believe that everyone belongs. Guided by our core values of Aspiration, Respect, and Responsibility, we are committed to creating an inclusive environment where every young person is known, valued, and empowered to succeed.

We take additional measures to safeguard students with SEND, including offering supported breaks and lunchtimes where appropriate. Approaches are tailored to individual needs; for example, the Zones of Regulation may be used to help students understand social situations, and some students may receive additional guidance on how to keep themselves safe.

Implementation: Training

All teachers are teachers of students with special educational needs or disabilities and as such is a whole Academy responsibility strategically led by the SENDCo.

Training needs of teaching and support staff are identified through staff surveys, as well as observations and through the appraisal process. There are regular CPL sessions on a range of themes linked directly as well as indirectly to SEND, delivered by the SENDCo, other members of the Senior Leadership Team, Lead Teachers, Anglian Learning Trust's Leadership Team, and also by external agencies.



The SENDCo attends regular local authority network meetings to stay informed about local and national SEND developments, as well as Anglian Learning Trust SENDCo meetings led by the Director of Inclusion. The Academy also participates in the Trust's annual SEND Blueprint Enquiry.

Impact: Reviewing the Progress of Individuals and the Impact of their Support

All students supported through the SEND register have their progress monitored by the SENDCo and their key worker using Edukey Provision Maps on a termly basis. A review of the effectiveness of any intervention strategies and an update of individual One Plans are completed following the APDR cycle by key workers in consultation with the SENDCo.

For students with an EHCP, the SENDCo will lead a statutory annual review process, involving parents and other specialist staff, where, in addition to reviewing progress, future strategies will be discussed and planned.

Impact: Monitoring and Evaluation of SEND Support Provision

The Academy regularly monitors and evaluates the quality of provision offered to all students through regular audits, the gathering of views from parents, students and staff and during the yearly SEND blueprint enquiry led by the Anglian Learning Trust. The link SEND governor acts as a critical friend. This process promotes a continual review and improvement of provision for all students.

Impact: Complaints Handling

As an Academy, we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily and effectively.

If the situation arises where parents/carers have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCo has been unable to reassure them that their needs are being met effectively, then the Academy's Complaint Procedure, which is available on our website or by request, sets out clearly what the steps are to draw these concerns to the Academy's attention.