JOYCE FRANKLAND ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2026
THIS POLICY WILL BE REVIEWED:	AUTUMN 2027
MEMBER OF STAFF WITH RESONSIBILITY FOR REVIEW:	SENCO

SENDCo	Mrs Kayleigh Daveta
Deputy SENDCo	Miss Kelly Lewis
SEND Administrator	Mrs Claire Apostolou
SEND Governor	Mrs Claire Denyer

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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 the SEND information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) 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
- The Equality Act 2010, including duties relating to disability discrimination, reasonable adjustments and accessibility planning.

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.

The Schools White Paper Every child achieving and thriving and the accompanying SEND reform consultation Putting children and young people first (February 2026) set out proposed reforms. The Academy continues to apply current legislation and statutory guidance. Its four-wave approach and existing ISPs describe current Academy provision and do not replace EHCPs or pre-empt future statutory arrangements. This policy should be read alongside the Academy Inclusion Strategy once published under the DfE requirement for publication by 31 December 2026.

Intent: Defining SEND

Under section 20 of the Children and Families Act 2014, a child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Under section 6 of the Equality Act 2010, a person has a disability if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Under section 21 of the Children and Families Act 2014, special educational provision for students aged two or over is education or training additional to, or different from, that generally provided for others of the same age in mainstream settings.

SEND and disability overlap. A disabled student may need reasonable adjustments without having special educational needs.

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

- **Cognition and Learning:** including moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia.
- **Communication and Interaction:** including speech language and communication needs and Autism Spectrum conditions.
- **Social, Emotional and Mental Health:** including anxiety and depression, difficulties with emotional regulation, disorders such as ADD, ADHD or Attachment Disorder and needs affecting participation, relationships or wellbeing.
- **Sensory and Physical:** including hearing, visual or multisensory impairment, physical disability and access needs associated with medical conditions.

Students' needs may span several areas. We consider the whole young person, including their strengths, views and aspirations. Students with ADHD may have needs across several areas. A diagnosis does not determine provision on its own, and attainment within the expected range does not rule out SEND. Learning English as an additional language is not, by itself, a special educational need.

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 learning support 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.

Learning Support Assistants will:

- Support students with SEND to access the mainstream curriculum by reinforcing and extending learning through approaches tailored to individual needs.

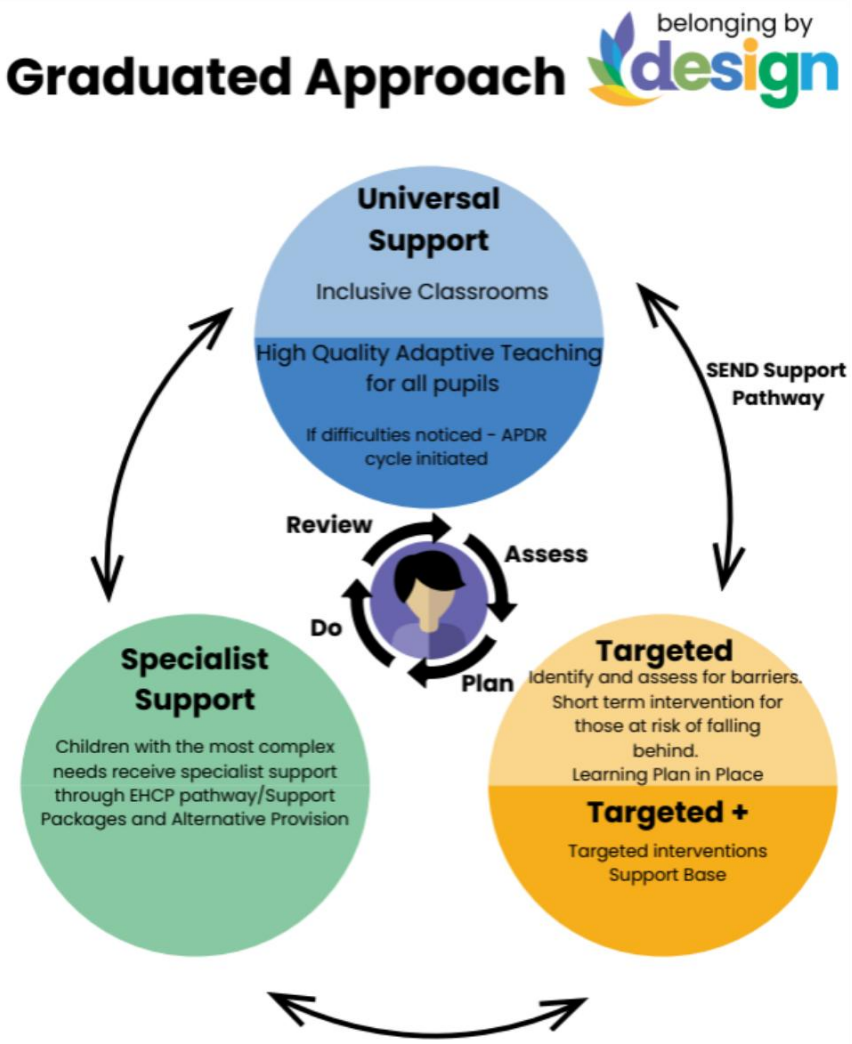
- Provide targeted intervention while promoting the development of students' independence and self-confidence.
- Work collaboratively with the SENDCo, teachers and specialist staff to contribute to planning, delivering and reviewing support and interventions, ensuring alignment with classroom teaching.
- 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.

Teaching staff will:

- Monitor the progress and development of all pupils in their classes, including those with SEND, and identify any additional support required.
- Collaborate with learning support 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.

<u>Implementation</u>: 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 the academy will take actions to remove the student'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 SEND Code of Practice 0 to 25 years (January 2015). Assess, Plan, Do, Review forms the basis of support at every wave. Through this cycle, earlier decisions and actions are revisited, refined and reviewed as understanding of the student's needs and required support develops.

<u>Inclusive Classrooms:</u> 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.

Students whose progress, participation or access to learning suggests additional needs may be referred to Learning Support for assessment and intervention. SEND register status is determined by assessed needs and whether special educational provision is required, in discussion with parents or carers. Attainment within the expected range does not rule out SEND. A targeted intervention to address a gap in learning does not automatically mean that a student has SEND.

Interventions and additional support:
Students identified as requiring support beyond that ordinarily available through high-quality teaching may receive additional provision and, where appropriate, be placed on the SEND register. At Joyce Frankland Academy, our graduated approach to SEND support is structured across four waves:

Wave 1 – Universal support: High-quality teaching and ordinarily available provision for all.
Wave 2 – Targeted support: Additional, time-limited interventions to address identified needs.
Wave 3 – Targeted Plus: Enhanced and sustained support for students requiring a higher level of provision.
Wave 4 – Specialist: Specialist provision for students with complex and/or significant needs, including those with an EHCP.

Students receiving provision through Waves 2, 3 and 4 will have an Individual Support Plan (ISP), developed through the graduated Assess, Plan, Do, Review approach. ISPs identify individual needs, outcomes, strategies and provision and are shared with relevant Academy staff, students and their parents or carers. ISPs are reviewed termly with the student, supporting a person-centred approach and ensuring that provision remains responsive to their needs. These ISPs, formerly One Plans, are the Academy's current records of support. They complement an EHCP where one is in place and do not replace or reduce the provision specified in it.

Students receiving SEND support are assigned a Key Worker who provides a consistent point of contact and works collaboratively with the student, their family and staff to support their progress, wellbeing and inclusion.

Specialist support – Complex needs/EHC plans/alternative provisions:
Some students may have significant and persistent needs that require provision beyond that ordinarily available within the Academy. Where appropriate, additional specialist support may be sought through external agencies and professionals to inform assessment and provision.

Where a student's needs cannot be met through the provision available in Waves 1, 2 or 3, it may be necessary for special educational provision to be made through an EHC plan. Parents, eligible young people and education settings can request an assessment. The Academy works with families and professionals to provide evidence of needs, provision and impact. Where the statutory criteria are met, this may result in an Education, Health and Care Plan (EHCP), which sets out the student's identified special educational needs and the provision required to meet them.

Where appropriate, alternative provision may also be considered as part of an individualised package of support, in collaboration with the student, their family, the Academy and relevant professionals.

<u>Implementation</u>: 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 0 to 25 years (January 2015).

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 Inclusion Centre. 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: Exam Access Arrangements

The SENDCo works with the qualified assessor and Exams Officer to identify appropriate exam access arrangements under the JCQ and awarding body rules applicable to the qualification and examination year. Arrangements may include a reader or computer reader, scribe or speech recognition technology, word processor, supervised rest breaks, a prompter, seating or room adjustments, or extra time, where the relevant criteria are met. The Exams Officer processes applications requiring approval.

Evidence is gathered from classroom practice, internal assessments and relevant professional information. Formal assessments are normally considered towards the end of Year 9 and undertaken in the Autumn term of Year 10. Later or changing needs are also considered. Arrangements must reflect evidenced need and the student's normal way of working, subject to the relevant rules. Standardised testing is required for some arrangements, while others require different evidence. A diagnosis, SEND register entry or EHCP does not automatically confer extra time. Students have opportunities to practise using agreed arrangements. Proposed arrangements are discussed with students and families and required permissions and data protection acknowledgements are obtained.

Implementation: **Child on child abuse**

Academy staff recognise that students with SEND may be at increased risk of bullying or social vulnerability. Fostering a culture of belonging, promoting understanding and celebrating diversity are central to the Academy's ethos and are reinforced through assemblies and weekly PDL activities. 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.

Promoting independence, resilience and self-advocacy is an important part of our SEND provision. Staff work with students to develop their understanding of social situations, relationships and personal safety, with support tailored to individual needs. This may include approaches such as Zones of Regulation, additional guidance around staying safe, and supported breaks or lunchtimes where appropriate.

Students with SEND are supported to develop the skills and confidence they need to participate fully in Academy life, while ensuring appropriate safeguards are in place to promote their wellbeing, safety and inclusion.

Implementation: **Training**

All teachers are teachers of students with special educational needs and/or disabilities. SEND is therefore a whole-Academy responsibility, strategically led by the SENDCo.

The training and development needs of teaching and support staff are identified through staff surveys, observations and the appraisal process. Regular CPL sessions address a range of themes directly and indirectly related to SEND. Training is delivered by the SENDCo, members of the Senior Leadership Team, Lead Teachers, the Anglian Learning Trust Leadership Team and relevant external professionals and agencies.

The SENDCo attends regular Local Authority SEND network meetings to remain informed about local and national developments in SEND, alongside Anglian Learning Trust SENDCo and Inclusion group meetings led by the Director of Inclusion. The Academy also participates in the Trust's annual SEND Blueprint Enquiry, supporting ongoing evaluation and development of SEND provision.

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

All students supported through the SEND register have their progress monitored termly by the SENDCo and their Key Worker using Edukey Provision Maps. The effectiveness of provision and interventions is reviewed through the Assess, Plan, Do, Review (APDR) cycle, with Key Workers updating ISPs in consultation with the SENDCo and relevant staff.

For students receiving targeted interventions, a baseline assessment is completed at the start of the intervention, and an end-of-intervention review is undertaken to evaluate progress and measure impact. This information is used to inform future provision and determine next steps.

For students with an EHCP, the SENDCo leads the statutory annual review process, involving the student, parents or carers, Academy staff and relevant external professionals. The review considers progress towards outcomes, the effectiveness of current provision and any changes or future strategies required to meet the student's needs.

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

The Academy is committed to working in partnership with students and their parents or carers. We aim to maintain open and effective communication, listen carefully to concerns and respond promptly and positively. We encourage parents and carers to raise any concerns about their child's SEND provision at the earliest opportunity so that these can be discussed and, where possible, resolved informally. Parents or carers should initially raise concerns about SEND provision with the SENDCo. If concerns remain unresolved, the Academy's Complaints Procedure explains the formal stages. It is available on the Academy website or on request.