



WICKERSLEY
PARTNERSHIP
TRUST.

Special Educational Needs and Disability (SEND) Policy

DATE: March 2026

OWNED BY: Executive Lead for SEND

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Policy Statement

Wickersley Partnership Trust is committed to ensuring the best possible educational and personal outcomes for all children and young people (CYP) across its schools, which include both primary and secondary settings. We believe in an inclusive education system where every child, regardless of their needs or abilities, is given the opportunity to reach their full potential. This policy applies to all schools within the Trust.

This policy is written in line with the statutory requirements of the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years (2015).

2. Aims

- To create a culture of inclusion and high aspiration for all pupils with Special Educational Needs and/or Disabilities (SEND) across all Wickersley Partnership Trust Schools.
- To ensure early identification of needs and a graduated response to provision in line with the SEND Code of Practice (2015).
- To work in partnership with pupils, parents/carers, and external agencies to secure the best educational and developmental outcomes.

3. Objectives

- To identify the needs of pupils with SEND and ensure that appropriate and timely provision is made.
- To ensure pupils with SEND can participate in all aspects of school life, where appropriate and safe, in line with the Equality Act 2010.
- To ensure parents/carers are fully informed and involved in decision-making regarding their child's education.
- To provide continuous professional development for all staff to enhance their knowledge and skills in quality first teaching (QFT) and specialist provision.
- To monitor and evaluate the effectiveness of SEND provision rigorously across the Trust.

4. Statutory Definitions of SEND

In accordance with the SEND Code of Practice (2015), a pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The Four Broad Areas of Need

The needs of the majority of pupils with SEND are categorised into four broad areas, as defined by the Code of Practice (2015):

| Area of Need | Description |
|--------------------------------------|--|
| Communication and Interaction | Includes pupils with Speech, Language and Communication Needs (SLCN) and pupils with Autistic Spectrum Disorder (ASD). They have difficulty in |

| Area of Need | Description |
|--|--|
| | communicating with others or understanding social rules of communication. |
| Cognition and Learning | Includes pupils with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, and Dyscalculia. |
| Social, Emotional and Mental Health Difficulties (SEMH) | Includes pupils who may have withdrawn, isolated, disruptive, or challenging behaviour. This may reflect underlying mental health difficulties, such as anxiety, depression, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD). |
| Sensory and/or Physical Needs | Includes pupils with Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or a physical disability which requires specialist provision or equipment to access education. |

5. Identification and Assessment (The Graduated Response)

Wickersley Partnership Trust Schools adopt the Graduated Approach as outlined in the SEND Code of Practice (2015): **Assess, Plan, Do, Review.**

Assess

- **Early Identification:** All WPT schools are committed to early identification of emerging needs in both primary and secondary settings.
- **Quality First Teaching (QFT):** The first step in identifying need is high-quality teaching differentiated for individual pupils. Pupils who are still not making expected progress are identified.
- **Data Collection:** Concerns are raised by the Class Teacher (Primary) or Subject Teacher/Form Tutor (Secondary) and recorded. This is informed by teacher observation, pupil progress data, and assessment outcomes.
- **SEN Support Register:** A pupil may be placed on the SEN register at the SEN Support level following consultation between the Class Teacher/Form Tutor, the school's Special Educational Needs Coordinator (SENDSCO), and parents/carers.

Plan (Pupil Support Plan)

- The Class Teacher/Form Tutor, supported by the SENDSCO, will develop a Pupil Support Plan (PSP). This plan must clearly outline:
 - The identified needs and the desired outcomes.
 - The specific, measurable, achievable, relevant, and time-bound (SMART) short-term targets.
 - The special educational provision (interventions, resources, support) to be put in place, which must be additional to or different from QFT.

Do

- The Class Teacher/Form Tutor remains responsible for working with the pupil on a daily basis and for the implementation of the PSP.
- Interventions and support are delivered by teachers and/or Teaching Assistants (TAs), in collaboration with the SENDSCO.
- The provision is regularly monitored and recorded on a school-wide provision map.

Review

- The effectiveness of the provision and the pupil's progress against the targets will be reviewed at least termly, or more frequently if required.
- The review must involve the pupil, parents/carers, Class Teacher/Form Tutor, and the SENDCO. The outcome of the review determines whether:
 - The pupil has made sufficient progress and can return to QFT (removal from the SEN Register, with continued monitoring).
 - The targets and provision need to be adjusted (continuation at SEN Support).
 - Specialist assessment or involvement from external agencies is required (request for external advice).

6. Education, Health and Care (EHC) Needs Assessment and Plans

EHC Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess, and meet the needs of the pupil, the child has not made expected progress, the school, parent/carer, or other professional may request the Local Authority (LA) to conduct an EHC Needs Assessment.

EHC Plan

If an EHC Needs Assessment determines that an EHC Plan is necessary, the Trust will ensure that:

- The provision specified in the Plan is secured.
- The pupil's progress is reviewed annually (Annual Review), involving all relevant parties, including Health and Social Care professionals.
- The EHC Plan remains with the child throughout their education until they leave education or training (up to age 25).

7. Roles and Responsibilities

Wickersley Partnership Trust (WPT) Board of Directors

- Responsible for establishing the vision, ethos, and policy framework for the Trust, ensuring compliance with all SEND legislation.
- Responsible for ensuring that all schools within the Trust make appropriate provision for pupils with SEND.

WPT Local Governing Bodies

- The named SEND Governor for each school is responsible for monitoring the effective implementation of this policy and reporting to the full governing body.
- Ensuring that pupils with SEND participate fully in school activities.

Headteachers

- Working with the SENDCO and governing body to determine the strategic development of the SEND policy and provision across the school.
- Responsible for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND.

Special Educational Needs Coordinators (SENDCOs)

- Oversight of the day-to-day operation of the school's SEND Policy.

- Coordinating provision for children with SEND across the school (primary and secondary), including line managing TAs/Learning Support Assistants (LSAs).
- Liaising with and advising staff.
- Maintaining the school's SEN register and individual pupil records.
- Liaising with parents/carers and external agencies (e.g., Educational Psychology Service, Specialist Inclusion Team).
- Coordinating the Annual Review process for pupils with EHC Plans.

Class Teachers/Subject Teachers/Form Tutors (Primary and Secondary)

- **Accountability:** Responsible for the progress and development of all pupils in their class, including those with SEND, through effective QFT.
- Responsible for implementing the Pupil Support Plan within the classroom.
- Liaising regularly with parents/carers and the SENDCO.

Teaching Assistants/Learning Support Assistants (Tas/LSAs)

- Implementing agreed strategies, programmes, and advice from specialists.
- Providing day-to-day support for pupils as directed by the Class Teacher/SENDCO.
- Providing feedback on pupil progress and engagement.

8. Partnership and Involvement

Parent and Carer Involvement

Wickersley Partnership Trust Schools believe in a person-centred approach and place the pupil and their family at the heart of the Assess, Plan, Do, Review cycle. The Trust is committed to:

- Holding termly review meetings to discuss and evaluate provision and targets.
- Ensuring an open-door policy and effective, regular communication between home and school.

Pupil Voice

Pupils are encouraged to express their views and be fully involved in the decisions that affect their education. This is achieved through:

- Involving the pupil in setting and reviewing their PSP targets.
- Ensuring their views are documented and included in Annual Review paperwork.

Multi-Agency Working

The Trust works in effective partnership with a range of external agencies to provide specialist support, including but not limited to:

- Local Authority Specialist Inclusion Teams (SIT)
- Educational Psychology Service (EPS)
- Speech and Language Therapy (SaLT) Service
- Child and Adolescent Mental Health Services (CAMHS)
- Health and Social Care professionals

9. Transitions and Preparation for Adulthood

Transition between Phases

Each school within the Trust is responsible for ensuring smooth and effective transitions for pupils with SEND, including:

- Transition between year groups and Key Stages (e.g., Primary to Secondary).
- Detailed sharing of records, Pupil Support Plans (PSPs), and best practice strategies between the SENDCOs of the sending and receiving schools.
- For pupils with EHC Plans, transition plans are fully integrated into the Annual Review process.

Preparation for Adulthood (Secondary and Post-16)

At Wickersley Partnership Trust, we believe that Preparation for Adulthood (PfA) begins in the earliest years. We support our pupils to develop the foundations for a successful future by focusing on the four key PfA pathways, tailored to their specific age and stage of development:

1. **Employment & Aspirations:** Encouraging curiosity about the world of work through role-play, community visits, and identifying personal strengths.
2. **Independent Living:** Developing self-care skills, making choices, and building the confidence to complete daily tasks with increasing autonomy.
3. **Community Inclusion:** Fostering friendships, practicing social communication, and participating in local community activities.
4. **Health:** Learning about healthy choices, emotional regulation, and how to communicate physical needs.

Through a wide range of practical, stage-appropriate activities, we ensure that our pupils are not only meeting their current learning goals but are also building the essential life skills required for their next transition and beyond.

In line with the SEND Code of Practice (2015), secondary schools within the Trust will ensure that planning for adulthood is integral to the EHC Plan review process from Year 9 onwards. This preparation focuses on:

- **Higher Education and Employment:** Developing independent skills and career aspirations.
- **Independent Living:** Fostering skills for daily living and managing personal care.
- **Participation in Society:** Encouraging participation in community activities and social inclusion.
- **Health:** Planning for transition to adult health services.

10. Compliance, Monitoring and Review

Compliance and Data Management

- **Statutory Compliance:** This policy is compliant with the statutory requirements of the SEND Code of Practice 0–25 (July 2014), the Equality Act 2010, and the Children and Families Act 2014.
- **Confidentiality and Record Keeping:** All pupil records are managed in line with the school's Data Protection Policy (GDPR). Individual SEN files are kept securely and are formally transferred to receiving schools when pupils leave a Wickersley Partnership Trust School.
- **Publishing Information and Local Offer:** Each school must publish its SEN Information Report annually on its website. This report details the implementation of this policy and must be easily accessible, outlining the provision available and linking to the Local Authority's Local Offer.

Funding Arrangements

Each school within the Trust receives a delegated budget (known as the notional SEN budget) from the Local Authority (LA) to provide for the needs of pupils with SEN. This funding is deployed strategically by each Headteacher and SENDCO to fund support, buy in specialist resources, and provide staff training.

Monitoring and Evaluation

The Headteacher and Senior Leadership Team (SLT) in each school will regularly monitor and evaluate the quality of provision. The impact of SEND provision is measured through:

- Analysis of pupil progress data and test results at internal pupil progress meetings.
- Measurement of progress against individual PSP targets.
- Regular work scrutiny and pupil interviews.
- Data analysis comparing the progress of pupils with SEND against the progress of all pupils nationally and within the Trust.

Concerns, Complaints, and Data Resolution

Wickersley Partnership Trust encourages parents/carers to raise any concerns regarding the SEND policy or provision with the following staff, in this order:

1. The Class Teacher (Primary) or Form Tutor/Subject Teacher (Secondary)
2. The School SENDCO
3. The Headteacher
4. The Chair of the Local Governing Body
5. The Trust's Complaints Procedure (available on the Trust website)

Should disagreements about the special educational provision, or health and social care provision in relation to an EHC Plan, remain unresolved, parents/carers can access the LA's independent Disagreement Resolution Service or appeal to the First-tier Tribunal (SEND).

Review of Policy

This SEND Policy is a Trust-wide document and will be reviewed annually by the Trust's Senior Leadership Team and Board of Directors to ensure continued relevance and compliance with current legislation and government policy.

This policy will be made available on the Trust website and in alternative formats upon request, in line with the Trust's Accessibility Plan.

Key contacts

- Headteacher
- SENDCO
- Specialist Inclusion Teacher
- Educational Psychologist
- Speech and Language Therapist

11. Version Control

Current Version: 1

| Date | Revision (Details and Reason) | Author |
|----------|-------------------------------|-------------------------|
| Mar 2026 | First version of Policy | Executive Lead for SEND |





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