



## **SECTION 1: OVERVIEW**

### **STATUTORY COMPLIANCE**

This policy complies with statutory guidance and legislation, including:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years)
- Equality Act 2010

This policy should be read alongside:

- Safeguarding policy
- Behaviour policy
- Accessibility plan
- Medical needs policy
- Curriculum and teaching policy
- The school contributes to and follows the Local Authority's local offer.

### **1. VISION AND ETHOS**

At Boston Endeavour Academy, we are a specialist setting where all pupils have SEND. Our vision is to ensure that every pupil makes meaningful progress from their individual starting points, with a strong focus on developing key life skills such as communication, independence, emotional regulation, and physical development.

We are committed to:

- high aspirations for all pupils
- recognising small-step progress as significant
- preparing pupils for adulthood and life beyond school

SEND is embedded across all aspects of school life, including teaching, curriculum, behaviour, safeguarding, and assessment.

### **2. AIMS**

We aim to:

- ensure all pupils receive their full entitlement as outlined in their EHCP
- support pupils to make consistent progress from baseline
- prioritise the development of functional and transferable skills
- provide a curriculum that is ambitious, relevant, and personalised
- work in partnership with families and professionals

### **3. DEFINITION OF SEND**

At Boston Endeavour Academy, we adopt the definition of Special Educational Needs as set out in the Children and Families Act 2014 and the SEND Code of Practice (0–25):

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than others of the same age, or a disability which prevents or hinders them from making use of facilities generally provided. All pupils attending Boston Endeavour Academy have an Education, Health and Care Plan and therefore require specialist, personalised provision to meet their needs.

### **BROAD AREAS OF NEED**

These areas help us understand pupils’ needs. Many pupils will have needs in more than one area

#### **4.1 Communication and Interaction**

Pupils with needs in the area of communication and interaction have difficulty in communicating with others. This may include challenges in understanding language, expressing themselves, or using communication effectively in social contexts.

Pupils may:

- have difficulty understanding what is being said to them
- struggle to express their thoughts and ideas
- experience challenges in social interaction, including interpreting social cues

Examples of needs include but not limited to:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Developmental Language Disorder
- Social communication difficulties
- Selective mutism

These needs may impact on a pupil’s ability to access learning, form relationships, and engage with the curriculum.

#### **4.2 Cognition and Learning**

Pupils with cognition and learning needs may learn at a slower pace than others of the same age or have specific difficulties that affect their ability to acquire, retain, and apply knowledge and skills.

Pupils may:

- have difficulty with literacy, numeracy, or problem-solving
- require additional time, repetition, and structured teaching
- experience challenges with memory, processing, or generalisation

Examples of needs include but not limited to:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific learning difficulties such as:
- Dyslexia

- Dyscalculia
- Dyspraxia

These needs may affect progress across the curriculum and require adapted teaching approaches and personalised learning pathways.

#### **4.3 Social, Emotional and Mental Health (SEMH)**

Pupils with social, emotional and mental health needs may experience difficulties in managing their emotions, behaviour, and social interactions, which can impact on their ability to learn.

Pupils may:

- find it difficult to regulate their emotions
- display behaviours that challenge
- experience anxiety, low mood, or other mental health needs
- have difficulty forming and maintaining relationships

Examples of needs include but not limited to:

- Attention Deficit Hyperactivity Disorder
- Anxiety Disorder
- Depression
- Attachment difficulties
- Trauma-related needs

These needs may be influenced by a range of factors, including early experiences, trauma, or underlying conditions, and require supportive, relational approaches.

#### **4.4 Sensory and/or Physical Needs**

Pupils with sensory and/or physical needs may have a disability or impairment that affects their ability to access learning and the physical environment.

Pupils may:

- have visual or hearing impairments
- experience physical disabilities affecting mobility or coordination
- have sensory processing difficulties that impact on engagement

Examples of needs include but not limited to:

- Cerebral Palsy
- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability
- Sensory processing difficulties

#### **4.5 Co-occurring needs**

We acknowledge that many pupils present with co-occurring (co-morbid) needs, meaning that difficulties in one area may overlap with or impact upon others. As such, provision is always based on a holistic understanding of the child, rather than a single diagnosis.

Pupils' needs frequently span multiple areas and may change over time. The school recognises that co-occurring needs are common, and therefore adopts a holistic, person-centred approach to assessment,

planning, and provision. Provision is not determined by a single diagnosis but by a detailed understanding of each pupil's strengths, needs, and starting points.

## 5. ROLES AND RESPONSINBILITIES

All staff at Boston Endeavour share responsibility for ensuring that pupils with SEND receive high-quality provision and achieve the best possible outcomes. SEND is a whole-school responsibility and is embedded in all aspects of school life.

**Jessica Newcombe, Headteacher** has overall responsibility for SEND provision within the school and ensures that it is central to the school's vision, culture, and strategic development.

In line with the Headteachers' Standards, the Headteacher will:

- Ensure that all pupils, regardless of need, have access to a broad, balanced, and ambitious curriculum
- Promote a culture of high expectations and inclusion for all pupils
- Ensure that statutory duties in relation to SEND are met, including compliance with the SEND Code of Practice
- Ensure that appropriate provision is in place to meet the needs of all pupils with SEND
- Monitor the quality of education and provision for pupils with SEND
- Ensure that staff are appropriately trained and supported to meet pupils' needs
- Deploy staff and resources effectively to maximise impact and promote independence
- Work in partnership with parents, carers, the trust, and external agencies
- Ensure that safeguarding arrangements take full account of the additional vulnerabilities of pupils with SEND

### Special Educational Needs Coordinator (SENCO)

**The Deputy Headteacher and named SENCO; Natalie Hill** is responsible for the day-to-day operation of SEND provision across the school which is also supported by the trainee SENCO; Natalie Ruck.

They will

- Oversee the implementation of this policy and ensure consistency across the school
- Ensure that provision meets the requirements of pupils' EHCPs
- Lead on the graduated approach (Assess–Plan–Do–Review)
- Support staff in identifying, assessing, and meeting pupils' needs
- Monitor the quality and impact of provision and interventions
- Maintain accurate and up-to-date records
- Coordinate and contribute to EHCP reviews
- Liaise with external professionals and ensure their recommendations are implemented
- Support staff training and professional development
- Work closely with the Headteacher and senior leaders to evaluate SEND provision
- Work in partnership with parents and carers
- Work alongside the Designated Safeguarding Lead to support vulnerable pupils

**All teachers and class leads** are responsible and accountable for the progress and development of all pupils in their class, including those with SEND, in line with the Teachers' Standards.

Teachers will:

- Plan and deliver high-quality, adaptive teaching that meets the needs of all pupils
- Set suitable learning challenges and respond to pupils' diverse learning needs

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- Use assessment effectively to inform teaching and monitor progress from individual starting points
- Implement strategies and interventions as outlined in EHCPs and support plans
- Work closely with support staff to ensure effective delivery of provision
- Contribute to the graduated approach by identifying needs, planning provision, and reviewing impact
- Maintain high expectations for all pupils
- Promote independence and avoid over-reliance on adult support
- Communicate regularly with parents and carers
- Contribute to EHCP reviews and share relevant information
- Create a safe, supportive, and inclusive learning environment

**Support Staff** play a key role in delivering provision and supporting pupils' engagement and independence.

Support staff will:

- Implement planned strategies and interventions under the direction of the teacher
- Support pupils to access learning and develop independence
- Use agreed communication systems and approaches
- Provide feedback to teachers on pupil progress and engagement
- Support the delivery of therapy programmes where appropriate
- Contribute to assessment through observation and recording
- Promote positive relationships and support emotional regulation
- Maintain high expectations for all pupils

**Parents and carers** are key partners in supporting pupils with SEND.

The school recognises the importance of working collaboratively with families.

Parents and carers are expected to:

- Share relevant information about their child's needs, strengths, and changes in circumstances
- Engage with the school and attend meetings, including EHCP reviews
- Support their child's learning and development at home where possible
- Communicate any concerns or changes in need

The school will:

- Keep parents and carers informed about their child's progress
- Involve them in planning and decision-making
- Listen to and value their views

## **The Trust**

The trust has a strategic role in ensuring that the school meets its statutory responsibilities.

The trust/governing body will:

- Ensure that the school complies with SEND legislation and guidance
- Hold leaders to account for the quality and effectiveness of SEND provision
- Monitor outcomes for pupils with SEND
- Ensure that appropriate resources are allocated to support pupils' needs
- Appoint a designated SEND link governor (where applicable)
- Review this policy regularly
- Ensure that SEND remains a key priority within school improvement

# Boston Endeavour Academy Special Educational Needs and Disability Policy

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## **All Staff**

All staff have a responsibility to support pupils with SEND.

All staff will:

- Contribute to a fully inclusive school environment
- Maintain high expectations for all pupils
- Be aware of individual pupils' needs and support strategies
- Engage in ongoing professional development
- Promote pupils' independence, wellbeing, and dignity

## **SECTION 2: CORE PRACTICE**

### **6.1 ASSESSMENT**

At Boston Endeavour Academy, all pupils have an Education, Health and Care Plan (EHCP). However, we recognise that effective identification and assessment is an ongoing process, essential to ensuring that provision remains appropriate, responsive, and impactful.

We place a strong emphasis on developing a deep and accurate understanding of each pupil's individual and holistic starting point which informs all planning, teaching, and progress is measured in small meaningful steps.

#### **6.2. Pre arrival information:**

Prior to starting, leaders ensure that they have sufficient information about a pupil from their previous setting to support and effective transition including attending annual reviews, completing setting and/or home visits and sharing of information from professionals.

#### **6.3. On entry information:**

Each pupil undergoes a comprehensive baseline assessment to establish their starting points across key areas of development.

This may include assessment of:

- Read write inc phonics assessments
- Evidence for Learning baseline observations
- Engagement Model assessments (particularly for Pre-Formal and Informal learners)
- Communication assessments/AAC assessments
- Sensory Profiles
- Independence/life skills assessments

Baseline information is gathered from:

- EHCP documentation
- parents and carers
- external professionals
- direct observation and interaction with the pupil

This ensures that assessment reflects a holistic understanding of the child, including strengths, needs, and barriers to learning.

This information informs what curriculum pathway pupil's access e.g. Formal, semi formal, informal or pre-formal.

#### **6.4. Ongoing Assessment**

Assessment at Boston Endeavour is continuous and formative and embedded within daily teaching. It is responsive to pupils' changing needs

Staff use a range of approaches, including:

- observation of engagement and behaviour
- assessment of small-step progress

- work scrutiny and practical outcomes

Assessment focuses on:

- what pupils know, can do, and understand
- how pupils learn and engage
- progress in foundation skills, including communication, independence, emotional regulation

Assessment is used to:

- inform individualised planning and teaching
- set meaningful, achievable targets linked to EHCP outcomes
- adapt provision where progress is limited
- ensure pupils are appropriately challenged

Staff regularly review assessment information to ensure that:

- provision remains effective
- barriers to learning are identified and addressed
- pupils continue to make progress from their starting points
- pupils continue to make progress towards EHCP outcomes

Where progress is limited, the school will:

- analyses possible barriers
- adapt strategies and provision
- seeks additional advice where necessary
- seek views from pupils and parents/carers

## **7. IDENTIFYING UNMET OR CHANGING NEEDS**

At Boston Endeavour, we recognise that pupils' needs are not static and may change over time. In addition, some pupils may present with unmet or previously unidentified needs, including those without a formal diagnosis.

We are committed to maintaining a proactive and responsive approach to identification, ensuring that all pupils receive appropriate and effective support.

**Staff remain alert to:**

- changes in behaviour or presentation
- reduced engagement or motivation
- emerging barriers to learning
- not making expected progress from their starting point
- current strategies or provision not having the intended impact
- a mismatch between need and provision

## **8. REFERRAL PROCESS**

At Boston, class teachers have primary responsibility for identifying and responding to pupils' needs. Where concerns arise regarding a pupil's progress, engagement, or wellbeing, teachers will follow a structured process to refer concerns to the SENCO.

Referral to the SENCO and Senior Leadership Team is part of a graduated response and ensures that concerns are identified early, explored thoroughly and responded to appropriately.

A referral should be made when there is evidence that quality first teaching is not impacting on a pupil making progress from their starting point or that a pupil's presentation indicates possible unmet, undiagnosed, emerging or changing needs.

Before making a referral, teachers are expected to have implemented high-quality, adaptive teaching strategies and gathered evidence of strengths and areas of difficulty and discussed this with parents/carers.

Referrals to the SENCO should include clear, detailed information with description of concerns and strategies already implemented and where appropriate pupil views to support accurate assessment and planning.

Following referral, the SENCO will review the information provided, observe the pupil where appropriate and discuss next steps with staff and determine whether current provision should be adjusted, further assessment is required or external advice is needed.

## **9. PROVISION MAPPING**

The school maintains a whole-school provision map which outlines the range of support available to pupils.

Provision is organised into four levels:

- Range 1: Universal provision: high-quality teaching and support available to all pupils
- Range 2: In class targeted support that is additional or different to the peers in their class
- Range 3: In school targeted support that is specialist for identified need
- Range 4: External agency support

The provision map is reviewed regularly to ensure that support remains appropriate, effective, and responsive to pupils' needs.

## **10. GRADUATED APPROACH**

The school uses a graduated approach to meeting pupils' needs through a continuous cycle of:

- Assess: identifying needs through assessment and observation
- Plan: setting clear, measurable targets linked to EHCP outcomes
- Do: delivering provision through high-quality teaching and targeted support
- Review: evaluating the impact of provision and making necessary adjustments

This cyclical process ensures that provision is regularly reviewed and refined so that it remains effective and responsive.

## **11. QUALITY FIRST TEACHING**

High-quality teaching is the foundation of provision for all pupils.

Teaching is:

- Highly personalised and adapted to meet individual needs
- Structured, consistent, and predictable
- Focused on engagement and accessibility

Strategies may include:

- Visual supports
- Augmentative and Alternative Communication (AAC)
- Structured routines
- Sensory adaptations

Teaching prioritises the development of communication, engagement, and readiness to learn.

## **12. INTERVENTIONS AND IMPACT**

The school implements a range of evidence-informed interventions to support pupils' individual needs.

All interventions are:

- Carefully selected based on identified need
- Clearly planned with defined outcomes
- Time-limited and subject to regular review

The impact of interventions is systematically monitored through assessment, observation, and progress towards EHCP outcomes.

Where interventions are not demonstrating sufficient impact, provision will be reviewed and adapted accordingly. The school ensures that all additional support contributes to meaningful progress from pupils' starting points.

## **13. THERAPY INTEGRATION**

The school adopts an integrated approach to therapeutic support, recognising its essential role in enabling pupils to access learning and develop key skills.

The school works in partnership with a range of external professionals, including but not limited to:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists

Therapeutic input is incorporated into daily practice through both direct and indirect delivery models.

Recommendations from professionals are used to inform:

- Individual targets and outcomes
- Teaching strategies and approaches
- Environmental adaptations

Staff are supported to implement therapy programmes consistently, ensuring that therapeutic provision is embedded across the school day.

## **14. MONITORING PROGRESS AND IMPACT**

The school maintains a robust system for monitoring pupil progress and the effectiveness of provision.

Progress is evaluated through:

- Achievement of EHCP outcomes
- Progress against individual targets
- Levels of engagement and independence
- Qualitative and observational assessment

Senior leaders regularly review assessment information to:

- Identify trends and patterns
- Evaluate the effectiveness of provision

- Ensure consistency across classes and key stages

The school is committed to ensuring that all pupils make meaningful progress relative to their individual starting points.

## **15. EDUCATION, HEALTH AND CARE PLAN (EHCP) REVIEWS**

The school fulfils its statutory responsibilities in relation to the review of Education, Health and Care Plans. Annual Reviews are conducted in accordance with statutory guidance and within required timescales.

The review process includes contributions from:

- Parents and carers
- Relevant professionals
- School staff
- The pupil, where appropriate

Where necessary, interim or emergency reviews may be convened in response to significant changes in need or provision.

All reviews focus on:

- Progress towards outcomes
- The continued appropriateness of provision
- Planning for next steps and future transitions

Working with Parents and Pupils

The school recognises the importance of working in partnership with parents and carers.

Parents and carers are:

- Regularly informed of their child's progress
- Actively involved in planning and review processes
- Encouraged to share information about their child

The school values parental knowledge and seeks to work collaboratively to achieve the best outcomes for pupils.

The school is committed to ensuring that pupils' views are represented and considered.

Pupil voice is gathered through:

- Individual communication systems
- Observations of preferences, responses, and behaviours
- Supported participation in decision-making

Pupil views are used to inform planning, provision, and review processes.

Following the review, the school submits the required documentation to the Local Authority within statutory timescales.

## **SECTION 3: PARTNERSHIP AND EXPERIENCE**

### **16. WORKING WITH PARENTS AND PUPILS**

The school recognises the importance of working in partnership with parents and carers.

Parents and carers are:

- Regularly informed about their child's progress
- Involved in planning and review meetings

- Encouraged to share their views and knowledge

The school values open communication and work collaboratively with families to achieve the best outcomes.

### **17. PREPERATION FOR ADULthood**

Preparation for adulthood is embedded from the earliest stages, in line with the SEND Code of Practice. The school places a strong emphasis on preparing pupils for adulthood.

Provision is designed to support the development of:

- Independence and self-care skills
- Communication and social interaction
- Community access and participation

For older pupils, this includes:

- Careers education
- Life skills programmes
- Transition planning

Preparation for adulthood is embedded across the curriculum and linked to EHCP outcomes.

### **18. TRANSITIONS**

The school recognises that transitions can be challenging for pupils with SEND and ensures that they are carefully planned and supported.

This includes:

- Sharing detailed information between settings
- Providing visits and familiarisation opportunities
- Developing individual transition plans

Transition support ensures continuity of provision and reduces anxiety for pupils and families.

### **19. INCLUSION AND ENRICHMENT**

The school is committed to ensuring that all pupils have access to a broad and balanced range of experiences.

Pupils are supported to participate in:

- Educational visits
- Enrichment activities
- Community-based learning

Appropriate adjustments are made to ensure full inclusion and accessibility.

## **SECTION 4: SAFEGUARDING AND ACCESS**

### **20. SAFEGUARDING AND WELLBEING**

The school recognises that pupils with SEND may be more vulnerable to harm.

Safeguarding procedures are adapted to ensure they are accessible to all pupils, including those with communication needs.

The school:

- Provides appropriate emotional and mental health support
- Uses relational and trauma-informed approaches
- Ensures all staff are trained in safeguarding

Safeguarding is embedded across all aspects of school practice.

## **21. ATTENDANCE**

The school recognises that SEND may impact on attendance and is committed to supporting pupils to attend regularly.

The school:

- Identifies barriers to attendance at an early stage
- Works in partnership with families to provide appropriate support
- Adopts flexible approaches where necessary

The focus is on improving attendance over time and ensuring pupils feel safe and supported in school. The school work with external agencies where appropriate to support attendance.

## **22. ACCESSIBILITY**

The school ensures that pupils are able to access the curriculum, environment, and wider opportunities.

This is achieved through:

- Adaptation of the physical environment
- Use of specialist resources and equipment
- Provision of appropriate communication support

The school aims to remove barriers to participation and promote equality of access. This work is supported by the school's Accessibility Plan.

## **23. MEDICAL NEEDS AND RISK MANAGEMENT**

The school supports pupils with medical and complex needs in accordance with statutory guidance and in line with the school's Supporting pupils with health needs policy.

This includes:

- The development and implementation of individual healthcare plans
- Completion of appropriate risk assessments
- Ensuring staff are trained to meet specific medical needs

School works closely with families and health professionals to ensure safe and effective support.

## **SECTION 5: SYSTEMS AND ACCOUNTABILITY**

### **24. DOCUMENTATION AND RECORD KEEPING**

The school maintains accurate, up-to-date, and confidential records for all pupils.

This includes:

- EHCP documentation
- Individual support and behaviour plans
- Assessment information
- Reports from external professionals

Access to records is restricted to appropriate staff, and confidentiality is maintained in line with data protection requirements. Information is shared with parents and professionals where appropriate, in line with data protection requirements.

### **25. STAFF TRAINING AND DEVELOPMENT**

The school is committed to ensuring that all staff are appropriately trained to meet the needs of pupils with SEND.

Training includes:

- SEND-specific strategies and approaches
- Communication systems and AAC
- Behaviour and emotional regulation
- Safeguarding

Training is ongoing, practical, and evaluated for its impact on pupil outcomes.

## **26. COMPLAINTS**

The school aims to resolve concerns promptly and effectively.

Parents and carers may raise concerns through:

- The class teacher
- The SENCO
- The Headteacher

All concerns are taken seriously and addressed in accordance with the school's complaints procedures.

If concerns are not resolved, parents may follow the school's formal complaints procedure.

## **27. POLICY REVIEW**

This policy is reviewed on an annual basis.

The review process is led by senior leaders and involves input from relevant stakeholders, including governors or the trust.

The policy is updated in response to:

- Changes in legislation or guidance
- Feedback from staff, parents, and professionals
- Evaluation of current practice