

Emmanuel Junior Academy



‘Be Respectful, Be Courageous, Be Safe’

Special Educational Needs and Disabilities (SEND) Policy

2026-2027

Last reviewed: September 2026
Next review due: September 2027



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Headteacher: Mark Backhouse (Designated Safeguarding Lead)

SENDCO: Sian Leivers

Learning Mentor: Shelly White

1. Vision and Values

At Emmanuel Anglican/Methodist Junior Academy, we believe every child is uniquely created by God, known, valued and loved. We are committed to providing an inclusive, nurturing and ambitious environment where every pupil can flourish spiritually, academically, socially and emotionally. This vision is reflected throughout the school's Christian ethos and commitment to ensuring that all members of our community are welcomed, valued and respected.

Guided by the Diocese of Sheffield Academies Trust (DSAT) Inclusion Charter, we believe that:

- Every child has the right to belong.
- Every child has the right to participate.
- Every child has the right to achieve.
- Diversity is recognised, valued and celebrated.
- Inclusion is everyone's responsibility.
- High aspirations should be maintained for all learners.

We believe that all children should experience a genuine sense of belonging, feel valued within our school community and participate fully in all aspects of school life.

We are ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that pupils learn in different ways and may require different levels of support, adaptation and provision to achieve their potential.

2. Aims

The aims of this policy are to:

- Promote a culture of inclusion, belonging and achievement.
- Ensure that every child can access a broad, balanced and ambitious curriculum.
- Identify SEND as early as possible.
- Ensure every teacher is a teacher of pupils with SEND.
- Remove barriers to learning and participation.
- Ensure reasonable adjustments are made where required.
- Promote positive outcomes, independence and wellbeing.
- Work in partnership with pupils, parents, carers and professionals.
- Prepare pupils for the next stage of education and life beyond school.
- Fulfil duties under the Children and Families Act 2014, SEND Code of Practice 2015 and Equality Act 2010.
- Ensure this policy and the school's approach to SEND are understood and implemented consistently by all staff.

3. Legislation and Guidance

This policy has been developed with regard to:

- art 3 of the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014;
- the Special Educational Needs and Disability Code of Practice: 0–25 Years;

- the Equality Act 2010, including the duty to make reasonable adjustments;
- the Public Sector Equality Duty under section 149 of the Equality Act 2010;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children;
- Working Together to Improve School Attendance;
- Supporting Pupils at School with Medical Conditions;
- the School Admissions Code;
- current academy trust governance guidance.

As an academy, the school also complies with the requirements of the Trust's funding agreement and articles of association.

The school will review procedures and practices where national legislation, guidance or local authority requirements change.

4. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

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

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism

Cognition and Learning

Including:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Developmental learning needs

Social, Emotional and Mental Health (SEMH)

Including:

- Emotional regulation needs
- Anxiety
- Attachment needs
- Mental health difficulties impacting learning and participation

Not all mental health difficulties constitute SEND. Where social, emotional or mental health needs require special educational provision, these may be identified as SEMH needs.

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disability

- Medical needs
- Sensory processing needs

In accordance with the Equality Act 2010, Emmanuel Junior Academy will not discriminate against, harass or victimise pupils because of disability. The school will make reasonable adjustments to policies, practices and the environment to ensure pupils with disabilities are able to access education and participate fully in school life.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Pupils may have needs that fall across more than one broad area of need, and the nature or impact of their needs may change over time.

5. Roles and Responsibilities

The [Local School Board](#) will:

- Ensure statutory duties are fulfilled.
- Promote inclusive practice throughout the school.
- Monitor outcomes for pupils with SEND.
- Use its best endeavours to secure the special educational provision called for by a pupil's SEND.
- Appoint a LSB Member with oversight of SEND.
- ensuring pupils with SEND participate alongside other pupils;
- informing parents when special educational provision is made;
- ensuring arrangements for pupils with medical conditions;
- maintaining accurate records;
- publishing the SEND Information Report;
- publishing admissions and accessibility information;
- ensuring a qualified teacher is designated as SENDCo;
- determining how resources support pupils with SEND

The [SEND Link Local School Board Member](#) will:

- raise awareness of SEND matters at Local School Board meetings;
- monitor the quality and effectiveness of SEND provision;
- meet regularly with the Headteacher and SENDCo;
- report to the Local School Board;
- support strategic oversight of the school's SEND policy and provision.

The [Headteacher](#) will:

- overall awareness of SEND provision and pupil progress;
- oversight of the notional SEND budget and additional funding;
- ensuring the SENDCo has sufficient time and resources;
- maintaining an overview of the current SEND cohort;
- advising the local authority where an EHC needs assessment or early review may be necessary;
- monitoring staff training needs;
- reviewing the impact of provision;
- analysing patterns in SEND identification.

The SENDCo will:

- notify and liaise with parents when a child may have SEN;
- work with the Headteacher and SEND governor on strategic development;
- advise on deployment of the delegated SEND budget and resources;
- transfer SEND records promptly when a pupil moves school;
- help ensure compliance with the Equality Act;
- identify staff training needs;
- review the breadth and impact of SEND provision;
- cooperate with the local authority in developing the Local Offer;
- prepare and review the SEND Information Report;
- analyse patterns in SEND identification, including comparison with national data

The SENDCo will meet qualification requirements set out in current SEND legislation and statutory guidance.

Class teachers are responsible for:

- The progress and attainment of all pupils in their class.
- Delivering high-quality inclusive teaching.
- Implementing agreed provision and reasonable adjustments.
- Monitoring the impact of support.
- Working in partnership with families.
- Contributing to Assess, Plan, Do, Review cycles.

Every teacher is a teacher of pupils with SEND.

Parents/Carers will:

- inform school of concerns;
- share information about changing needs;
- participate in termly reviews;
- contribute to agreed outcomes and aspirations;
- receive an annual report.

Safeguarding and SEND

Emmanuel Junior Academy recognises that children with SEND can be more vulnerable to abuse, neglect, exploitation and bullying.

All staff are aware of the additional barriers that some pupils with SEND may face when recognising, communicating or reporting concerns. Staff will follow procedures outlined in the Safeguarding Policy and Keeping Children Safe in Education.

6. Identifying SEND

The school uses a range of information to identify pupils who may have SEND, including:

- Teacher assessment and observation
- Progress and attainment information
- Parent and carer concerns
- Pupil voice
- Attendance data
- Behaviour and wellbeing information
- Medical information
- Specialist assessments and reports

- assessing pupils' skills and attainment on entry;
- information from previous settings and key stages;
- progress from individual starting points;
- failure to match previous progress;
- failure to close, or a widening of, attainment gaps;
- wider development, not only academic attainment;
- considering temporary factors such as bereavement or bullying;
- obtaining information before a pupil with known SEND or an EHCP joins the school;
- formally notifying parents when the school decides that a pupil will receive special educational provision.

Slow progress and low attainment do not automatically mean that a pupil has SEND. When identifying SEND, the school will consider a wide range of factors and will distinguish between underachievement and special educational needs. Factors such as attendance difficulties, English as an Additional Language (EAL), disadvantage, social circumstances, interrupted learning or medical needs alone will not automatically indicate SEND.

The school will seek to identify whether a pupil requires special educational provision that is additional to or different from that ordinarily available to pupils of the same age.

7. Ordinarily Available Inclusive Provision

High-quality inclusive teaching is the foundation of provision for all learners. This forms our 'Universal offer', available for all children in school.

Universal provision may include:

- Adaptive teaching
- Scaffolded learning
- Visual supports
- Explicit instruction
- Flexible grouping
- Pre-teaching and overlearning
- Assistive technology
- Sensory adaptations
- Structured routines
- Emotional regulation support
- Reasonable adjustments

Interventions are designed to supplement, not replace, high-quality classroom teaching.

Emmanuel Junior Academy's Ordinarily Available, or Universal, Provision is underpinned by high-quality inclusive teaching and adaptive practice. Staff utilise evidence-informed approaches, including explicit instruction, scaffolding, metacognitive strategies, flexible grouping, cognitive and physical supports, and targeted communication approaches to remove barriers to learning and participation. Leaders regularly monitor the consistency and effectiveness of inclusive practice across the school.

8. Graduated Response

The school follows the graduated approach:

Assess → Plan → Do → Review

Support is planned collaboratively with pupils, parents, teachers and relevant professionals.

Assess

Information is gathered regarding strengths, needs, barriers and aspirations.

Plan

Desired outcomes, provision and responsibilities are agreed.

Do

Provision is implemented and monitored.

Review

Impact is evaluated and future actions are agreed.

Support plans are reviewed three times each year, in discussion with parents.

9. SEN Support

Where, despite high-quality inclusive teaching and appropriate adaptations, a pupil continues to experience barriers to learning and requires special educational provision, they may be identified as receiving SEN Support.

Provision is:

- Individualised
- Strengths-based
- Outcome-focused
- Regularly reviewed

Parents and pupils are actively involved in all review processes, following the APDR cycle. Following review, where a pupil has made sustained progress and no longer requires special educational provision that is additional to or different from that ordinarily available for pupils of the same age, a decision may be made to remove the pupil from SEN Support. This decision will be made in consultation with parents, carers, the pupil and relevant staff, and will be supported by appropriate evidence. Progress will continue to be monitored through normal school assessment procedures.

Pupils receiving SEN Support are placed on the school SEND register; SEN Support is recorded as **code K** in the school census; school-based provision is normally funded through the notional SEND budget;

10. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through ordinarily available provision and SEN Support, the school may request an Education, Health and Care Needs Assessment.

For pupils with EHCPs, the school will:

- Deliver the provision specified within the EHCP.
- Monitor progress towards outcomes.
- Work alongside families and professionals.
- Support preparation for transition.
- Convene Annual Reviews on behalf of the Local Authority.

Annual Reviews will take place at least annually and documentation will be submitted to the Local Authority within statutory timescales.

EHCP provision is recorded as **code E**; EHCP provision may also attract local authority high-needs funding; an EHCP is a legal document describing needs, provision and outcomes.

11. Working with Parents and Pupils

We believe effective partnership working leads to the best outcomes.

We will:

- Listen to parent and pupil views.
- Share information openly.
- Co-produce support plans.
- Involve families in decision-making.
- Communicate regularly regarding progress and provision.

Pupil voice is central to our approach and pupils will be encouraged to contribute to decisions affecting them.

12. Supporting Pupils and Families

The Sheffield Local Offer provides information about support available to children and young people with SEND and their families. <https://www.sheffielddirectory.org.uk/localoffer/>

The school's SEND Information Report is available on the school website and is reviewed annually. The SEND Information Report will be reviewed annually and updated as soon as practicable following any significant change to the information it contains.

Families may also access support through:

- Sheffield SENDIASS <https://sheffieldsendias.org.uk/>
- Health services
- Social care services
- Local voluntary organisations

13. Admissions Arrangements

Emmanuel Junior Academy welcomes applications from all children, including those with SEND. Admissions are managed in accordance with the DSAT Admissions Policy and the School Admissions Code. No pupil will be refused admission because of their SEND or disability.

Where Emmanuel Junior Academy is named in an Education, Health and Care Plan, the school will admit the pupil in accordance with statutory duties. Pupils whose EHCP names Emmanuel Junior Academy will be admitted in accordance with statutory requirements. The school's oversubscription criteria will be applied fairly and will not unlawfully disadvantage a child because of SEND or disability.

14. Attendance

The school recognises that some pupils with SEND may experience complex barriers to attendance. The school's ambition for the attendance of pupils with SEND is the same as for all pupils, while recognising that some pupils may require reasonable adjustments, personalised support or coordinated work with families and other professionals.

Attendance concerns will not automatically be treated as evidence of SEND. Equally, where absence may be linked to an unmet or changing need, the school will consider this through the graduated approach and work with the pupil, parents, carers and relevant agencies.

Further information is set out in the school's Attendance Policy.

15. Medical Needs

The school recognises that some pupils with medical needs may also have SEND.

Where required, Individual Healthcare Plans will be developed in partnership with parents and healthcare professionals.

Medical support will be delivered in accordance with the school's Medical Needs Policy.

16. Children Looked After and Previously Looked After

The school recognises that children who are looked after by the Local Authority and previously looked after children may have additional SEND-related vulnerabilities. The SENDCo will work closely with the Designated Teacher, parents, carers, social workers and other professionals to ensure that needs are identified promptly and appropriate support is provided.

17. Transition Arrangements

The school supports transition:

- Into Emmanuel Junior Academy
- Between year groups
- Between key stages
- Between schools
- To secondary education

Additional transition arrangements will be planned where required, in discussion with parents.

Although Emmanuel Junior Academy is a primary school, we recognise the importance of preparing pupils for adulthood from an early age. Through the curriculum, pastoral support and transition planning, we seek to develop independence, resilience and readiness for future learning and employment.

18. Working with External Agencies

The school works collaboratively with a range of professionals including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Autism support services
- Community Paediatrics
- Social Care
- Health services

External agencies help inform assessment, provision and future planning for individual children and at a whole-school level.

19. Training and Resources

The school is committed to developing staff expertise in SEND and inclusive practice.

Staff receive regular professional development relating to:

- Inclusion
- Adaptive teaching
- Autism
- SEMH needs
- Communication needs
- Specific learning difficulties
- Safeguarding

Training needs are reviewed annually. The Headteacher and SENDCo will monitor staff knowledge and confidence, identify individual or whole-school training needs and incorporate these into the school's continuing professional development programme.

20. Accessibility

The school is committed to ensuring that pupils with disabilities are not disadvantaged.

The Accessibility Plan outlines how the school will:

- Improve access to the curriculum.
- Improve physical access to the environment.
- Improve access to written information.

The school will take reasonable steps, including the provision of appropriate auxiliary aids and services, to prevent disabled pupils from being placed at a substantial disadvantage. Further details of the school's facilities, planned improvements and accessibility arrangements are set out in the Accessibility Plan, available on the school website.

21. Monitoring and Evaluation

Provision is monitored through:

- Learning walks
- Provision mapping
- Intervention reviews
- Pupil progress meetings
- Parent feedback
- Pupil voice
- SEND audits
- Local School Board monitoring

Information is used to inform school improvement and future planning.

22. Complaints, queries and concerns

If there is a complaint about SEND provision, then the following steps need to be taken:

Step 1. Discuss any concerns with the class teacher/subject teacher.

Step 2. Discuss any concerns with the SENDCO (meeting to be arranged by the school office).

Step 3. Ask for a meeting with both the headteacher and SENDCO (meeting to be arranged by the school office).

Step 4. A letter of concern may be sent to the Chair of the Local School Board.

Parents and carers may also seek advice and support from Sheffield SENDIASS, access mediation or disagreement resolution services, or pursue routes of appeal available through SEND legislation where decisions relate to statutory assessments, Education, Health and Care Plans or Local Authority duties

Where concerns remain unresolved, complaints will be managed in accordance with the school's Complaints Policy.

Appendix A: Ordinarily Available Provision (OAP)

Purpose

This appendix should be read alongside the school's SEND Policy and SEND Information Report. It outlines the support, adaptations and reasonable adjustments that are ordinarily available to pupils at Emmanuel Junior Academy through high-quality inclusive practice and the graduated approach to SEND.

The provision described below is available without the need for an Education, Health and Care Plan (EHCP) and forms part of the school's commitment to meeting the needs of all learners.

Universal Provision Available to All Pupils

Inclusive Learning Environment

All pupils can expect access to:

- Clear classroom routines and expectations
- Visual timetables and learning prompts
- Structured and organised learning environments
- Consistent behaviour systems
- Positive relationships with adults
- Flexible seating arrangements where appropriate
- Accessible classroom resources

Inclusive Teaching Approaches

Teaching may include:

- Adaptive teaching
- Explicit instruction and modelling
- Scaffolded learning tasks
- Chunked instructions
- Pre-teaching and revisiting key vocabulary
- Additional processing time
- Retrieval and overlearning opportunities
- Flexible grouping arrangements
- Alternative ways of recording learning

Assessment and Feedback

All pupils benefit from:

- Ongoing formative assessment
- Responsive teaching
- Regular feedback
- Adapted outcomes where appropriate
- Flexible approaches to demonstrating learning

Communication and Interaction

Universal Approaches

Examples include:

- Visual supports and prompts
- Simplified and structured language
- Additional processing time
- Vocabulary pre-teaching
- Communication-friendly classrooms
- Opportunities for supported discussion
- Consistent classroom routines

Additional Targeted Support

Where required, pupils may access:

- NELI (Nuffield Early Language Intervention)
- Speech and language programmes
- Vocabulary intervention groups
- Social communication groups
- Structured language interventions
- Adult-facilitated social interaction opportunities

Cognition and Learning

Universal Approaches

Examples include:

- Small-step learning
- Worked examples
- Manipulatives and concrete resources
- Visual scaffolds
- Reading support strategies
- Flexible recording methods
- Regular opportunities for rehearsal and reinforcement

Additional Targeted Support

Where required, pupils may access:

- Precision Teaching
- Toe by Toe
- First Class at Number
- Targeted phonics interventions
- Small-group literacy support
- Small-group numeracy support
- Pre-teaching and catch-up programmes

Social, Emotional and Mental Health (SEMH)

Universal Approaches

Examples include:

- Positive behaviour approaches
- Emotion coaching
- Predictable classroom routines
- Explicit teaching of emotional literacy

- Restorative conversations
- Access to trusted adults
- Opportunities to develop resilience and independence

Additional Targeted Support

Where required, pupils may access:

- Check-in/check-out systems
- Mentoring support
- Nurture provision
- Social skills groups
- Emotional regulation programmes
- Individual behaviour support plans
- Attendance support interventions

Sensory and Physical Needs

Universal Approaches

Examples include:

- Appropriate classroom positioning
- Consideration of sensory needs within the classroom
- Planned movement breaks
- Adapted resources where appropriate
- Flexible seating options
- Support for organisation and independence

Additional Targeted Support

Where required, pupils may access:

- Sensory circuits
- Fine motor interventions
- Gross motor programmes
- Environmental adaptations
- Personalised support plans
- Additional equipment to support access

Graduated Support Pathway

Universal Provision	SEN Support	Specialist Support
High-quality teaching	APDR Support Plan	Specialist agency involvement
Classroom adaptations	Targeted interventions	Multi-agency planning
Reasonable adjustments	SENDCo involvement	EHCP consideration where appropriate
Teacher assessment and monitoring	Regular review meetings	Statutory assessment processes where required

Review of Provision

Provision is reviewed through the school's Assess, Plan, Do, Review (APDR) process.

The appropriateness of provision is monitored through:

- Pupil progress information
- Review meetings
- Pupil voice
- Parent and carer feedback
- Observation and assessment outcomes
- Attendance and wellbeing information

Provision will be adapted as needs change to ensure pupils continue to make progress and participate fully in school life.

Equality and Inclusion Statement

Emmanuel Junior Academy is committed to ensuring that every pupil has equitable access to learning and school life. Reasonable adjustments will be made where necessary to reduce barriers, promote independence and ensure that all pupils are able to achieve their potential.

Appendix Owner: SENDCo

Approval Date: September 2026

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