



SEND Policy

2026/28

Effective Date: 1st September 2026

Last Reviewed: June 2026

Reviewed By: The Open Door Academy Team

Next Review Date: July 2028

Version: 2

Legal Framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (10 June 2014) **3.65** and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disabilities Act (SENDA) 2001
- Disability Discrimination
- 1996 Education Act
- Removing Barriers to Achievement 2004
- Section 52 Children Act 2004 Looked after Children
- Equality Act 2010
- Working Together to Safeguard Children (2013)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- SEND Code of Practice 0 – 25 (June 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- SEND and Alternative Provision (AP) Improvement Plan: Right support, right place, right time 2023.

Introduction

The Open Door Academy (TODA) is committed to the principle that every child has individual needs, has an entitlement to access a full curriculum offer and be fully included in all aspects school life, irrespective of ability, race, gender, Sexual orientation or need and should be respected and valued as individuals.

TODA will address the needs of different groups of learners and deliver high quality learning and teaching practices, which will allow every learner to achieve their potential. Where required TODA will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. TODA will seek to remove all barriers to learning and achievement.

Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within the Academy and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND is identified and provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together so that the needs of children and young people with SEND are fully met.

Purpose

The policy will ensure that:

- Those pupils with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in activities.
- Pupils with SEND are valued equally and will be enabled and encouraged to develop their potential to the full.
- TODA will ensure an appropriate support framework to respond to pupil's identified needs.

Definitions:

The 2014 Code of Practice states that a child or young person has SEN if:

“They have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age”.

“A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools”.

A disability is defined by the Equality Act 2010 is ‘a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identifying SEND at TODA:

Students will be identified through on-going assessments by the child or young person's TODA staff and brought to the attention of the SENCO if they are making less than expected progress (catch up), in spite of high quality, adaptive classroom teaching targeted at the child or young person's area of need.

Limited progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN.

The Code of Practice 2014 outlines the four broad areas of need as:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health difficulties**
- 4. Sensory and/or physical needs**

Improving outcomes

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education
- make a successful transition into adulthood, whether into employment, further or higher education or training

Roles and responsibilities

The SENDCo

The Open Door Academy has a named SENDCo. They will:

- Work with the Head of Centre to determine the strategic application of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and over-see work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the first point of contact for external agencies, especially the local authority and its support services
- Oversee liaison with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEND up to date

Special Educational Provision

TODA will take a **graduated response** to supporting children and young people with SEND. The special educational provision in place should follow the four-part cycle:

- 1. Assess.** This could involve a range of methods including, but not limited to, TODA staff assessment of student progress, attainment and behaviour, results of standardised tests, screening and profiling tests, questionnaires of parents and young people and observations.
- 2. Plan.** This is likely to involve the SENCO working with TODA staff to plan appropriate provision, which is clearly communicated with all concerned. Any planning will have a clear focus on expected outcomes for the child or young person.
- 3. Do.** The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all students, it is imperative that TODA staff work closely with any Learning Support assistants (LSAs) or specialist staff involved to plan and assess the impact of targeted interventions.

4. Review. The progress of students who are receiving K: SEN Support will be reviewed termly and may form part of the Individual education Plan tracking process.

Admissions

Local Authority funded places:

Pupil places will be allocated after discussions with the relevant Local Authority and parents. The Open Door Academy will have access to EHCPs of pupils. Regular reviews will take place to ensure the provision in place is appropriate for the pupil. Where the provision is deemed to be inappropriate, TODA will meet with parents, the local authority and relevant outside agencies to plan next steps.

Privately funded pupils:

The Open Door Academy will meet with parents and any relevant professionals. TODA will have access to EHCPs of pupils. Regular reviews will take place to ensure the provision in place is appropriate for the pupil. Where the provision is deemed to be inappropriate, TODA will meet with parents and relevant outside agencies to plan next steps.