



**MARY ELLIOT
ACADEMY**

Special Educational Needs Policy

Version: **3**

Ratified by the Board of Trustees

Signed by the Board of Trustees

To be reviewed annually

September 2026

September 2027

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1. Our Mission

- 1.1. At Mary Elliot Academy, we are committed to enabling every pupil to achieve their full potential and become the best possible version of themselves.
- 1.2. As a specialist setting, we provide a personalised, inclusive and aspirational education for pupils with a wide range of complex special educational needs and disabilities. We work collaboratively with pupils, families and external professionals to ensure that all pupils receive the support, opportunities and experiences necessary to lead fulfilling, independent and successful lives.

2. Legal Framework

- 2.1. This policy has been developed in accordance with:
 - Children and Families Act 2014
 - Special Educational Needs and Disability Regulations 2014
 - SEND Code of Practice: 0–25 Years (2015)
 - Equality Act 2010
 - Keeping Children Safe in Education
 - The Equality Act 2010 (Disability Provisions)
 - The Academy's Accessibility Plan
- 2.2. This policy should be read alongside:
 - SEND Information Report
 - Accessibility Plan
 - Safeguarding and Child Protection Policy
 - Behaviour & Relationships Policy
 - Supporting Students with Medical Conditions Policy
 - Equality information & Objectives Policy

3. Aims and Objectives

- 3.1. Mary Elliot Academy is a special school for pupils with Education, Health and Care Plans (EHCPs).
- 3.2. The purpose of this policy is to ensure that:
 - Every pupil's needs are identified, understood and met.

- EHCP outcomes are implemented, monitored and reviewed effectively.
- Pupils have access to a broad, balanced and ambitious curriculum.
- Pupils are actively involved in decisions affecting their education.
- Parents and carers are recognised as key partners.
- Equality of opportunity and inclusion are promoted.
- Effective multi-agency working supports pupil outcomes.
- Pupils are prepared for adulthood, independence and participation in society.

4. Roles and responsibilities

4.1. Board of Trustees

The Board of Trustees is responsible for:

- Quality assuring compliance with SEND legislation.
- Monitoring the effectiveness of SEND provision.
- Promoting equality and accessibility.
- Ensuring appropriate resources are available to meet pupils' needs.

4.2. Headteacher

The Headteacher has overall responsibility for:

- Strategic leadership of SEND provision.
- Ensuring statutory duties are met.
- Monitoring the quality and effectiveness of provision.

4.3. SENCO

The SENCO provides strategic leadership and oversight of SEND provision across the academy.

Key responsibilities include:

- Coordinating and developing SEND provision across the school.
- Supporting teachers and leaders to ensure that EHCP provision and outcomes are effectively implemented.
- Monitoring the quality and consistency of SEND practice across the academy.

- Quality assuring Annual Review documentation, target setting and pupil outcomes to ensure compliance with statutory requirements and LA processes.
- Maintaining oversight of EHCP outcomes, review timelines and reporting deadlines.
- Analysing pupil progress, attainment and wider outcomes to inform school improvement.
- Providing advice, guidance and professional support to staff.
- Liaising with parents, carers, external agencies and the Local Authority where appropriate.
- Identifying staff training needs and contributing to professional development.

Supporting leaders in evaluating the impact of SEND provision on pupil outcomes.

Current SENCO: Katie Rogers

Contact Details: enquiry@mary-elliott.thrive.ac

4.4. Teachers

Teachers have primary responsibility for the planning, delivery, assessment and review of provision for pupils within their class.

Key responsibilities include:

- Planning and delivering high-quality, personalised teaching that meets the needs identified within pupils' EHCPs.
- Creating an inclusive learning environment that enables all pupils to access learning and participate fully in school life.
- Monitoring, assessing and recording pupil progress and achievement.
- Setting and reviewing personalised targets that support progress towards EHCP outcomes.
- Leading Annual Review meetings and producing statutory review reports in accordance with Local Authority requirements.
- Working collaboratively with pupils, families and professionals to evaluate progress and identify next steps.
- Implementing recommendations from therapy, health and other specialist services.

- Contributing to multi-disciplinary assessments, reviews and transition planning.
- Maintaining accurate records relating to pupil progress, provision and support.
- Promoting pupils' independence, communication, wellbeing and preparation for adulthood.

5. Inclusion & Equality

5.1. Mary Elliot Academy is committed to providing an inclusive environment where every pupil is valued and respected.

5.2. We recognise that pupils:

- Learn at different rates.
- Have differing strengths, needs and aspirations.
- Require personalised approaches to learning and support.

5.3. The academy will:

- Remove barriers to learning and participation.
- Make reasonable adjustments where required.
- Promote equality of opportunity.
- Prevent discrimination, harassment and victimisation.
- Ensure access to educational visits, enrichment activities and wider school life.

6. Specialist provision

6.1. The academy has a range of specialist resources and facilities designed to cater for the needs of all students:

- Staff receive training in a wide variety of subjects and special needs provision including Complex Needs (PMLD and ASC), sensory impairment and communication (Makaton and PECS) and Positive Behaviour Support (Team Teach)
- Specialist facilities including a Hydrotherapy Pool, adapted changing facilities, Sports Hall, Multi-Sensory rooms, ICT suite, Food Technology Classroom and school flat located in the local community.
- Access to all parts of the academy with ramps and lifts where required.

- Additional services as required including assistant practitioners, physiotherapists, occupational therapists, speech and language therapists, specialist teachers for vision and hearing impairment, sensory integration support and behavioural analysts to assist in the care and support of students within the school.
- Clinics delivered within the academy including CAMHS LD, Paediatricians/Adult Consultant, Dietician and Epilepsy.

7. Review of learners' Special Educational Needs

- 7.1. Members of the SLT and Extended leadership team (ELT) will work with all staff to ensure that students requiring additional or alternative support, to that found within the classroom, are identified as soon as possible.
- 7.2. Progress made by all students is regularly monitored and reviewed. Students identified as giving cause for concern due to their rate of progress will have evidence gathered to ensure strategies and planning are appropriate to students' needs and abilities, and when appropriate alternative interventions put in place.
- 7.3. Students will have their EHC plans reviewed annually, which will involve parents, students, academy staff and other agencies. The purpose of the Annual Review is to ascertain whether or not the directives documented in the EHCP are accurate, are being fully met and, in addition, to record progress, together with proposals for future actions to be taken.

8. Curriculum and Learning

- 8.1. All pupils are entitled to a broad, balanced and ambitious curriculum.

Teaching is personalised and designed to:

- Meet individual learning needs.
- Support communication and independence.
- Develop academic, social and emotional skills.
- Promote engagement and achievement.
- Enable progress towards EHCP outcomes.

Learning objectives are carefully differentiated and progress is assessed regularly to inform future planning.

9. Preparing for Adulthood

- 9.1. The academy places significant importance on preparing pupils for adulthood.
- 9.2. Provision supports development in:
- Independent living skills.
 - Community participation.
 - Employability.
 - Communication and social skills.
 - Health and wellbeing.
- 9.3. From Year 9 onwards, annual reviews include specific consideration of preparing for adulthood outcomes.

10. Partnership with Parents

- 10.1. We recognise parents and carers as essential partners in their child's education.
- 10.2. The academy will:
- Communicate regularly with families.
 - Involve parents in decision-making.
 - Share relevant plans and reports.
 - Offer opportunities for consultation and feedback.
 - Support families to access advice and services where appropriate.
- 10.3. Information about independent support services can be accessed through the Local Offer.

11. Multi –agency working

The academy works collaboratively with a range of professionals and services to ensure coordinated support for pupils.

These may include:

- Local Authority services
- Health services
- Educational Psychology
- Social Care

- CAMHS
- Specialist sensory services
- Therapy services
- Careers and transition services

12. Transition Arrangements

- 12.1. The academy works closely with families, schools, colleges and other services to ensure smooth transitions.
- 12.2. This includes:
- Entry to the academy.
 - Transfer between key stages.
 - Transition to post-16 and post-19 placements.
 - Preparation for adult services.
- 12.3. Transition planning forms an important part of EHCP reviews.

13. Complaints procedure

- 13.1. Parents and carers who have concerns about SEND provision should initially discuss these with the class teacher, SENCO or Headteacher.
- 13.2. If concerns remain unresolved, the academy's Complaints Policy should be followed.
- 13.3. Information regarding mediation and SEND Tribunal rights can be obtained through the Local Authority and SEND Information, Advice and Support Service (SENDIASS).

14. Monitoring & Review

- 14.1. The implementation of this policy will be monitored by:
- The Headteacher
 - SENCO
 - Senior Leadership Team
 - Board of Trustees
- 14.2. Monitoring will consider:
- Progress towards EHCP outcomes.
 - Quality of provision.

- Parental and pupil feedback.
- Compliance with statutory duties.
- Inclusion and accessibility.

14.3. This policy will be reviewed annually or sooner if legislation or guidance changes.

15. Changes

Description	Date	Page	Section
Mission and introduction refined into one concise section	June 26	3	1.1/1.2
Addition of Legal Framework section	June 26	3	2
Updated aims and objectives to align with guidance	June 26	3	3.2
Roles and responsibilities refined including the role of teachers and support staff	June 26	4	4
Inclusion & Equality information streamlined to ensure relevance	June 26	6	5
Updated curriculum information	June 26	7	8
Addition of preparing for adulthood section	June 26	8	9
Rewording – Partnerships with parents	June 26	8	10
Rewording – multi agency working	June 26	8	11

Addition of transition arrangements	June 26	9	12
Updated complaints procedure information	June 26	9	13
Monitoring and review updated in line with changes to roles and responsibilities	June 26	9	14