



Special Educational Needs Policy
The Axholme Academy
November 2025
Review date: Autumn 2026

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Special Educational Needs Policy for The Axholme Academy was created by the SENCO in liaison with the Governor for SEND at The Axholme Academy and SLT. All staff and parents are invited to comment on this policy in reference to the reforms in the SEND Code of Practice where Co-production of such policies is encouraged.

THE AXHOLME ACADEMY

The SENCO at The Axholme Academy is Miss J. Harrison who has completed the National Award in SEN and the Deputy SENCO is Miss E. Leigh. The named member of SLT responsible for SEND is the Principal, Mr D Keogh and the named governor for SEND is Mrs T Pullan. All of whom can be contacted at the Academy.

The Axholme Academy is a smaller than average sized secondary school which converted to Academy status in January 2012. The number of students on the SEND register is significantly above that seen nationally and the number of pupils receiving Pupil Premium support is below that seen nationally. At The Axholme Academy we aim to achieve excellence in all forms of Academy life, where all students have access to high quality teaching and a strong ethos of support. Where students are identified as requiring additional support, we aim to put in place high quality interventions which are regularly reviewed and monitored to allow all students to make equal progress. At The Axholme Academy every teacher is a teacher of every child or young person including those with SEND.

In September 2025 The Axholme Academy opened a Specialist Resource Provision on site for students in Y7 and 8 who have Cognition and Learning difficulties. The provision has 10 spaces in Y7 and 10 spaces in Y8 - North Lincolnshire Local Authority commission the places through an Annual Review of a student's EHCP. All students with a commissioned place in the provision will have an EHCP with Cognition and Learning stated as the primary need. The students in the provision are included in all aspects of life at The Axholme Academy and the intention is for them to progress into the mainstream classroom by Y9.

AIM

At The Axholme Academy we encourage all students to go 'Beyond Expectations'. We aim to raise the expectations and aspirations of all students, including those students with SEND. We provide a specific focus on outcomes for young people with SEND which provide increased opportunities when leaving the Academy.

OBJECTIVE

1. To identify and provide high quality provision for pupils who have special educational needs and additional needs.
2. To set and regularly review targets for students with SEND in relation to the extra support they are receiving.
3. To work within the guidance provided in the SEND Code of Practice, 2014.
4. To operate a whole school, graduated approach to the management and provision of support for special educational needs.
5. To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At The Axholme Academy students are assessed within the 4 categories of SEN as stated within the SEN Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Needs. The purpose of identification is to determine what action the Academy needs to take to meet the needs of the individual student.

All students are assessed on entry to the Academy for Reading and Spelling, these are reviewed annually following intervention as required. Academic progress is reviewed on a termly basis by all staff. Half-termly meetings are held by the Ready to Learn team, the Able to Learn team and the SEND team to discuss movement onto and off of the SEND register.

Student's progress and attainment may be inhibited by a range of factors such as: Health and Welfare, Attendance and Punctuality, EAL, CLA etc. Alone these do not constitute a Special Educational Need, however where intervention has been put in place and progress has not been made, an identification of an additional Special Educational Need may be made.

A GRADUATED APPROACH TO SEN SUPPORT – MANAGING STUDENTS NEEDS

As stated in the Code of Practice, a student will only be identified as having a SEN if they do not make adequate progress following high quality teaching and initial intervention work from subject staff. Subject staff are responsible for the progress of the students in their class, including where students receive additional support. High quality teaching, adapted for individual pupils, is the first step in responding to students who have or may have SEND.

When necessary at The Axholme Academy whole staff meetings will be arranged to address specific issues be they medical, emotional or academic. All staff in all curriculum areas are expected to remain aware of good practice, in teaching and learning strategies to support students with SEND.

At The Axholme Academy, subject staff would first identify students who require additional support and plan the high quality differentiated support that the student requires to bridge the gap in their progress. Teaching staff can raise concerns with the SEND team through the SEN Concerns form which will be reviewed initially by the SEND team and then taken to half termly meetings with the RtL and AtL teams if required.

A decision as to whether to include a student on the SEN Support list is taken at half termly meetings between the SEND team, RtL team and AtL team. At the meeting the team will

review the success of current interventions, information from teaching staff, RtL and AtL staff, and where appropriate data from the termly teacher assessments in all subjects. Following the review, a student may be placed in the SEND Support Group. The SENCO will then assess the student's needs using the EXACT programme as required. Specialist help will be sought if required, and an individualised programme of support will be developed which will be reviewed on a termly basis.

Where a student has a more immediate or higher level of need, the SEND team liaise daily with the Ready to Learn team where any immediate concerns regarding individual students can be shared and appropriate intervention agreed. The SENCO will seek specialist support from external services where there is a higher level of need and where all initial interventions have not succeeded. Details of the agencies with whom The Axholme Academy works are contained in the academies SEND Information Report which is available on the Academies website and the academies contribution to North Lincolnshire Councils Local Offer can be found at <https://www.northlincs.gov.uk/schools-libraries-and-learning/the-local-offer/>

At The Axholme Academy, where a student has an EHCP or is placed on the SEND Support list, they will be issued with a Student Pen Portrait. These will include all individualised strategies to assist the student, individualised support being received by the student, and any additional information which the student wishes adults to know. Their individual Stent Pen Portrait is then condensed onto the Class Support Plans for teaching staff to access. Targets will be set with and for the student at termly review meetings in line with the Code of Practice and stored on the student's 'My SEND Plan'. The SENCO will be responsible for updating these and will be supported by the Deputy SENCO and the HLTA where appropriate.

The SENCO will be responsible for tracking the progress of all students with SEND. All previous Student Pen Portraits along with the evidence used to produce these will be kept securely and used as evidence where referral to an external agency is required. Usually, referral to an external agency will not take place unless at least 2 sets of interventions have taken place within the academy therefore completing 2 cycles of Assess, Plan, Do, Review.

Where a student is placed in the SEND Support Group and intervention put in place, the parents or carers of the student will be informed of the decision. Parents and carers will be kept informed of the progress of their child during the intervention programme. Where higher level specialist support is required, permission will be sought from the parent or carer prior to requesting external support. Parents and carers will receive a copy of the students Student Pen Portrait and will have the opportunity to discuss the contents of this and their child's SEND Plan with the SENCO or Deputy SENCO on a termly basis. The student themselves will be involved in the setting and reviewing of their targets. They will assist the SEND team with the review of their SEN targets and are invited to discuss the support which they receive with the SENCO or Deputy SENCO on a termly basis. Parents and carers, along with the student and any external agencies working with the student, will be invited to attend their annual review of their EHCP should they be entitled to do so.

All funding for the initial interventions will come from the academies delegated budget. Additional funding for students with an EHCP will come from the relevant council to support students with high level needs to achieve their set outcomes. Parents and carers of students with an EHCP may request a personal budget if they wish to do so. Funding for commissioned places within the Specialist Resource Provision will come directly from North Lincolnshire Council. Other Local Authorities wishing to place a student within our Specialist Resource Provision should liaise with North Lincolnshire Council.

CRITERIA FOR EXITING THE SEND SUPPORT LIST

A student may be removed from the SEND support list if they have achieved their expected progress and no longer require additional support. This will be determined at termly reviews with the student's parent or carer, or within the meetings between the SEND team and RtL / AtL teams. Progress made by the student will continue to be monitored by the team and a PSP set up where necessary. Parents and carers will be informed of all such decisions.

CRITERIA FOR ENTRY TO AND EXITING THE SPECIALIST RESOURCE PROVISION

A separate policy detailing the entry and exit criteria for our Specialist Resource Provision can be found on the academy website. This also includes additional information regarding the provision including curriculum, assessment and the use of external agencies. The admissions policy can also be found within this policy.

SUPPORTING STUDENTS AND FAMILIES

Further support for both families and students with SEND can be found on the North Lincolnshire Council website regarding the Local Offer and through reading The Axholme Academies SEND Information Report available on the Academies website.

With regard to the admission of students, the Governing Body at The Axholme Academy have determined that they will adopt North Lincolnshire's admissions criteria. The Axholme Academy will adopt the principles set out within the Code of Practice when admitting students who have an EHCP and whereby The Axholme Academy is named on that plan. Places within the Specialist Resource Provision are commissioned following an Annual Review of the EHCP and a likely trial period before a formal consultation for a place is agreed. The full admissions policy for The Axholme Academy can be found on the academies website at:

<https://www.theaxholmeacademy.com/page/?title=Admissions+%26amp%3B+Appeals&pid=192>

All students who are on the SEND Support list are given the opportunity at the end of Y9 to be assessed by a specialist teacher in order to gain access support for examinations in KS4. A student may gain access to a human or computer reader, scribe or laptop, and / or 25% extra time. Additionally, some students may be granted supervised rest breaks and access to a small room. Some students may have access to fiddle toys and non-electronic ear defenders if they are their normal way of working within the classroom. At The Axholme Academy, we cannot commit to having 1:1 rooms available due to the size of our site. Where a student is granted these, they will have the opportunity throughout KS4 to practice using these effectively. Students who are granted support in examinations will sit their examinations in a smaller room away from the rest of the year group. Students may also use a reader and / or scribe within controlled assessment conditions if so advised by the exam board. The class teacher is responsible for asking for additional support, this is then organised by the SENCO in coordination with the exams officer.

In order to support the transition between primary and secondary school, the SENCO or Deputy SENCO will attend the annual review of all students in Y6 where possible, and Y5 where deemed appropriate. The Deputy SENCO will visit all feeder schools in the summer term of Y6 to transfer information regarding students currently receiving SEND support. Y6 students will be invited to the academy in the summer term for an additional SEND transition day as necessary. Those students who would benefit from further transition will be invited to the academy in the spring term on an individual basis and again early in the summer term as

a small group. All transition arrangements will be planned on an individualised basis with the appropriate primary school. Transition between KS3 and KS4 will be considered during the options period in Y9. All students will have access to a careers advisor and support from the SEND team. Students will have access to a careers advisor and open days at local colleges to support the transition between The Axholme Academy and Post 16 education. Participation in taster days at the colleges are also encouraged. The SENCO at the students chosen Post 16 establishment will be invited to the students EHCP review and appropriate transition will be planned at this review.

The Axholme Academy makes appropriate considerations and adjustments for students with medical conditions. This includes making appropriate arrangements for all students to access school trips and Physical Education. The full medical needs policy can be accessed on the academies website.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The Axholme Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents and carers of students with medical needs will be issued with a letter on an annual basis to determine whether or not the student requires an Individual Health Care plan. This will be written by the SENCO in liaison with parents or carers, and where appropriate relevant professionals. Each IHCP will be signed by a health professional where appropriate. These are shared with the PE department and other relevant staff where appropriate. All students with a medical need have a Medical Needs Plan which are reviewed half termly by the SEND team and are available to all staff within the academy.

All medicines are stored in a safe place in the Front Office and records kept of all medicines which are administered. See the full policy on the Academies website for further information.

MONITORING AND EVALUATION OF SEND

All interventions are reviewed for their effectiveness on a half termly basis by the SENCO. The all round effectiveness of the SEND provision is monitored through termly meetings with the SEND governor and within fortnightly link meetings with the SLT link. The Axholme Academy uses yearly student voice activities to monitor its activities and has a designated SEND student council representative who also represents the SEND Tutor group. Parents and carers of students with SEND are invited to voice their opinions at the student's yearly annual review, and at termly SEND Reviews. These arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEND is funded at The Axholme Academy as per the national guidelines regarding the 3 elements. Support for students on the SEND Support list is funded from elements 1 and 2, where a student develops additional needs the SENCO may apply for additional funding through the application for an EHCP. Students who are in receipt of an EHCP receive additional funding through element 3 in order for the Academy to deliver the specific

outcomes stated in the student's individual plan. The SENCO can apply for an increase in banding if needs change following an Annual Review. The places within the Specialist Resource Provision are funded separately by North Lincolnshire Council.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Deputy SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Students on ITT programmes meet with the Deputy SENCO for the same purpose in the first week of their placement. Training needs are identified through the yearly appraisal process for both teaching and non-teaching staff, along with the academies regular DDI process. The SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO has completed the NASENCO award, has a MEd in Inclusion and Special Educational Needs, and is a Level 7 qualified Specialist Dyslexia Assessor. The Deputy SENCO is currently undertaking the NASENCO award.

ROLES AND RESPONSIBILITIES

The SEND link governor is Mrs T Pullan. The role of the SEN governor is to help raise awareness of SEND issues at governing body meetings and give up to date information on SEND provision in the academy. The link governor should help to review the academies SEND policy and ensure that parents have confidence in this provision.

The SEND Teaching Assistants are line managed by the SENCO and Deputy SENCO. The role of the SEND Teaching assistant is to put in place specific interventions as directed by the SENCO. A Teaching Assistant may work on a 1:1 basis within a class with a named student on a specific intervention as directed by the SENCO in liaison with the classroom teacher or with small groups as directed by the classroom teacher.

The Designated Safeguarding Lead at The Axholme Academy is the Assistant Principal with responsibility for Inclusion - Mrs K. Causier with the Deputy Designated Safeguarding Lead being Mrs D. Millward. The member of staff responsible for Looked After Children is Mrs K. Causier who is also responsible for Pupil Premium. At The Axholme Academy the member of staff responsible for meeting the medical needs of students is Miss J. Harrison.

STORING AND MANAGING INFORMATION

All information is kept securely stored for 5 years before being appropriately destroyed. All SEND records are kept securely until the student is 25 before being appropriately destroyed. The Academy has both an Information Management Policy and a Confidentiality Policy which are followed by all staff. Both policies are available to all staff via Google Share and to other parties on request to the Business Manager Miss S. Leggott.

REVIEWING THE POLICY

The SEND policy at The Axholme Academy will be reviewed on an annual basis in accordance with the Code of Practice. This annual process will be undertaken by the SENCO in liaison with the link governor for SEND and the Principal at the Academy.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The Axholme Academy has an Accessibility Plan which is the responsibility of Miss S. Leggott and Miss J. Harrison. Within the Accessibility Policy there is a checklist for removing barriers to learning which is reviewed by on an annual basis. The full policy is available on the Academies website.

The Academy promotes equal access to the curriculum by removing barriers to learning including the use of TA support where necessary. Practical activities are differentiated to allow all to participate and transport is provided where possible to increase access to after school activities. Additional funding is used to assist all students to have access to school trips.

The Academy has appropriate ramps for access to the school building and a lift to ensure access to all floors of the school. Accessibility doors and push buttons have been installed, and there is an accessibility toilet on each floor of the main building. Students have access to a different range of seating if required and height adjustable tables.

Parents and carers are able to contact staff at The Axholme Academy during the day between 8am – 4pm on the school telephone number – 01724 710368.

DEALING WITH COMPLAINTS

The Axholme Academy invites parents and carers to contact the academy through its website. The Academy has a Complaints Procedure which is accessible on the website. All complaints regarding issues with SEND should be referred to the SENCO in the first instance on the Academies telephone number 01724 710368 or via email jharrison@theaxholmeacademy.com the Deputy SENCO can be contacted via eleigh@theaxholmeacademy.com

BULLYING

The Axholme Academy has an Anti-Bullying policy which is accessible to all via the academy website. Students are educated about the different needs of other students to ensure that there is an understanding of each other's needs.