



Maplefields Academy

SEND POLICY

Accountability:

Trustee Committee: Quality of Education

SLT: J Walker

Revised Date: February 2026

Ratified Date: 10th February 2026

Review Date: February 2027

Ratified by: Quality of Education Committee

Name: Su Bernard

Signed: *Su Bernard*

Date: 10th February 2026

Chair of Trustees: Howard Reid

This policy will be reviewed and updated annually.

1. Introduction

This policy has been updated to reflect **current statutory requirements** and replaces all previous versions.

It is written in line with:

- Children and Families Act (2014) – Part 3
- Special Educational Needs and Disability Code of Practice: 0–25 years (DfE & DoH, January 2015 – current statutory guidance)
- Equality Act (2010)
- SEND Regulations (2014)
- Keeping Children Safe in Education (current edition)

Maplefields Academy is a specialist provision for pupils with **Social, Emotional and Mental Health (SEMH)** needs. All pupils on roll have an **Education, Health and Care Plan (EHCP)**.

2. Definition of Special Educational Needs and Disability (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 or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others 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.

Many pupils with SEND may also meet the definition of disability under the **Equality Act 2010**: a physical or mental impairment with a long-term and substantial adverse effect on day-to-day activities.

3. SEND Provision at Maplefields Academy

Maplefields Academy provides **special educational provision that is additional to or different from** that normally available to pupils of the same age.

The Special Educational Needs (SEND) Code of Practice (**DFE, July 2014**) defines SEND as;

- 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 him or her.
- A child of compulsory school age or a young person who 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 or mainstream post-16 institutions
- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Primary area of need:

- **Social, Emotional and Mental Health (SEMH)**

Associated needs may include:

- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs (SLCN)
- Trauma and attachment-related difficulties
- Mental health needs

4. SEND Funding

All pupils have an **Education, Health and Care Plan (EHCP)** and receive funding agreed with the Local Authority. Resources are allocated to ensure provision outlined in EHCPs is delivered effectively.

5. Aims and Guiding Principles

At Maplefields Academy we believe that every pupil is entitled to a high-quality, inclusive education that:

- Enables them to achieve their best
- Promotes emotional wellbeing and resilience
- Prepares them for adulthood, employment, training or further education

We are committed to:

- Early identification and effective support
- A trauma-informed, relational approach
- Working in partnership with pupils, parents/carers and professionals
- High aspirations for all learners

6. Objectives of the SEND Policy

We will:

- Identify and meet pupils' needs through a **graduated and personalised approach**
- Ensure pupils' views are central to planning and review
- Work closely with parents/carers as partners
- Provide access to a broad, balanced and relevant curriculum
- Monitor progress and outcomes rigorously
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's additional special educational needs will be identified early
- Review EHCPs annually (or more frequently if required)
- Ensure staff are appropriately trained

7. Roles and Responsibilities

The SENDCO

SEND provision is coordinated by:

- **Pamela Bell – SENDCO** (member of the Senior Leadership Team)

The SENDCO is responsible for:

- Day-to-day operation of the SEND policy
- Coordinating provision and EHCP implementation
- Advising staff on the graduated approach
- Liaising with parents/carers and external agencies
- Maintaining SEND records
- Supporting transitions and preparing for adulthood
- Monitor the effectiveness and quality of individual planning
- Assess and ensure staff training is in place
- Ensuring compliance with the Equality Act (2010)

The arrangements made for coordinating the provision of education for pupils at Maplefields School.

The school's provision for pupils with SEND will be coordinated by P.Bell, Assistant Head/SENDCo and Camilla Kerr, the Associate SENDCO for the school.

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. At Maplefields school the SENDCO is part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils.

The SENDCO provides professional guidance to colleagues and works closely with staff, parents/carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high- quality teaching.

The key responsibilities of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision to meet SEMH and additional needs
- liaising with the relevant Designated Teacher for looked after pupils
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Head teacher, Deputy Head teacher and school trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

In addition to the SENDCO, there is a specialist team of people who support the work of the SENDCO.

Northamptonshire County Council, Educational psychology Service: Rebecca Judge and Yvonne Needham

Child and Adolescent Mental Health Service Northamptonshire Healthcare Foundation Trust

Community Paediatric Team

Sleep Solutions

EHCP Team

Carla Johnstone from the Extended Team

Mental Health Support Team

Dr Dan Mulligan- Counselling Psychologist

Gideon Malitskie- Music Therapist

Mental Health Support Team

In house Mental Health First Aiders

Senior Leadership Team & Trustees

- Ensure statutory duties are met
- Monitor effectiveness of SEND provision
- Ensure appropriate resourcing

8. Identification, Assessment and Review

SEND Funding

All pupils have an Education Health & Care Plan/Statement and will have an agreed package of support from the Local Authority.

Although all pupils have EHCPs, progress and needs are **continuously assessed** through:

- Baseline assessments
- Ongoing formative assessment
- SEMH assessments
- Behaviour and wellbeing monitoring
- Annual and interim EHCP reviews

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, teaching assistants the SENDCO and parents/carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils is the first step in our school's response to pupils.

Action by class/subject teacher (supported by the SENDCO).

Class/subject teachers will be expected to undertake the following actions:

- Use existing information as a starting point (blue pupil file, IBLP's and One Page Profile)
- Use baseline assessment to identify what the pupil knows, understands and can do including SEMH assessments.

- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps in particular for annual reviews
- Differentiation to match planning for individual needs
- Use of appropriate programmes of study and curriculum arrangements, effective behaviour management to promote the inclusive, core nurturing values and ethos of Maplefields
- With SENDCO support take responsibility for planning and overseeing further interventions or arrangements to support the pupil's learning
- Support pupils to express their views within the planning and review process.
- Involve parents/carers through regular weekly contact

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support at which point the class teacher/subject teacher with the support of the SENDCO will identify additional support to meet individual pupil needs. This may include further specialist assessment and advice on different strategies, additional support, personalised learning plans and provision.

9. Teaching and Learning

High-quality, trauma-informed teaching is the foundation of our provision. This includes:

- Differentiated planning
- Nurture-based and relational approaches
- Clear routines and expectations
- Individual Behaviour and Learning Plans (IBLPs)
- Assistive technology where appropriate

The Graduated Response at Maplefields School

This will be led by the class/form tutor in partnership with the SENDCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because additional special educational needs are providing a barrier to learning.

Consideration of whether further additional special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents/carers a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENDCO/teacher/ will consider a range of approaches/materials including ICT/digital technology

- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for and transition to adulthood).

10. Education, Health and Care Plans (EHCPs)

- All pupils have an EHCP naming Maplefields Academy
- EHCPs are reviewed **at least annually**
- Reviews involve pupils, parents/carers and professionals
- Outcomes focus on education, wellbeing and preparation for adulthood

The annual review meeting

This meeting will usually be led by the SENDCO and supported by the class teacher with good knowledge and understanding of the pupil and is aware of their needs and attainment. It will provide an opportunity for the parent/carer to share their concerns, acknowledge progress made and, together with the teacher and SENDCO, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents'/carers' and pupil's views to plan effectively.

If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

Access to the National Curriculum.

At Maplefields School we expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed.

At Maplefields School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to assistive technology.

11. Preparing for Adulthood

At Maplefields School we help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that career advice, visits to local colleges and information provides up to date high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents/carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

12. Working with Parents/Carers and other providers

Parents and carers are valued partners. We:

- Maintain regular communication
- Involve parents/carers in planning and reviews
- Provide clear information and support
- Respect differing views and circumstances
- Offer and provide support and training for parents on meeting the needs of their child

The role played by the parents/carers of pupils with special educational needs.

All parents and carers of pupils with special educational needs at Maplefields School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, staff at Maplefields School will:

- acknowledge and draw on parental/carer knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education:

Liaison with regard to the successful transition of pupils is undertaken with receiving and sending relevant information to schools and colleges prior to transfer. Contact is coordinated by the SENDCO and observation visits and phase transfers may be arranged.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school is in contact with the following services and organisations:
(Contact is coordinated by the SENDCO)

Health and Social Care
Child and Adolescent Mental Health Service
Community Paediatricians
Education Entitlement Team
MST
Youth Offending Service
Virtual School
Specialist Support Service
IASS
Timely Advice
Connexions

13. Pupil Voice

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/ encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs, reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued. Pupils are supported to express their views through:

- One Page Profiles
- IBLP's
- Review meetings
- Key adult discussions
- Alternative communication methods where needed

15. Staff Training

SEND professional development is ongoing and includes:

- Trauma-informed practice
- SEMH-specific strategies
- Safeguarding and mental health training
- External specialist input

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all teaching staff involved in meeting the needs of pupils is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists

- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCO.

16. Monitoring and Evaluation

The effectiveness of SEND provision is evaluated through:

- Progress and wellbeing data
- EHCP outcomes
- Attendance and engagement
- Pupil and parent/carer feedback
- External reviews

17. Complaints

Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents/carers of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

18. Linked Policies

- Equality & Accessibility Policy
- Behaviour Policy
- Safeguarding Policy
- Teaching & Learning Policy
- Medical Needs Policy

This policy will be reviewed annually in line with statutory guidance.