



White Hall

Academy & Nursery

Additional and Special Educational Needs, Disabilities, and Inclusion Policy

Signed by:

Headteacher

Date: 13/10/26

Chair of
governors

Date: 13/10/26

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

This policy was updated 1st September 2026

Next review date: September 2027

1. Introduction

White Hall Academy is committed to providing an inclusive education in which all pupils are valued, respected and supported to achieve their potential.

The school recognises that children and young people with special educational needs and/or disabilities (SEND) may require additional or different provision to that ordinarily available to their peers. The school will use its best endeavours to identify and remove barriers to learning and participation and to provide appropriate support in partnership with pupils, parents/carers and relevant professionals.

This policy should be read alongside the school's:

- SEND Information Report
- Equality Policy
- Accessibility Plan
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection/Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Intimate Care and Toileting Support Policy
- Complaints Procedure
- Curriculum policies
- Supporting SEMH Needs in School guidance
- Ordinarily Available provision guidance and associated school procedures.

The policy has regard to the SEND Code of Practice: 0 to 25 years, the Children and Families Act 2014, the Equality Act 2010 and relevant statutory guidance and local authority guidance.

The school also works within the Essex SEND framework, including the Essex Ordinarily Available: Inclusive Teaching Framework and Ordinarily Available: Targeted Support Framework. These provide a common expectation for inclusive practice and targeted SEND support across mainstream schools in Essex.

National SEND reforms are currently developing. The school will continue to monitor national and local developments and will amend its SEND arrangements and policies where statutory requirements change. The Government's 2026 SEND reforms are currently subject to the relevant implementation and legislative processes and are therefore not treated within this policy as replacing the current statutory framework.

2. Definition of Special Educational Needs and Disability

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

A child of compulsory school age or a 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 of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that generally made for others of the same age.

A pupil does not need to have a medical diagnosis in order to receive SEND support.

The school recognises that SEND may arise from a range of factors and that pupils may have more than one area of need.

3. Principles

White Hall Academy will:

- provide an inclusive education for all pupils;
- recognise and value individual strengths, interests and aspirations;
- identify SEND at the earliest appropriate opportunity;
- work in partnership with pupils and parents/carers;
- listen to and respond to pupil voice;
- use a graduated approach to identifying and meeting need;
- use the Assess, Plan, Do, Review cycle to evaluate the effectiveness of provision;
- make reasonable adjustments to reduce or remove barriers to participation;
- provide appropriate additional or different provision where required;
- involve specialist advice where this is appropriate and proportionate;
- promote independence, resilience, self-advocacy and preparation for the next stage of education;
- monitor the impact of SEND provision on progress, development, participation and wellbeing;
- ensure that pupils with SEND have equitable access to the curriculum and wider school life;
- work collaboratively with parents/carers and external professionals;
- ensure that SEND provision is reviewed and adapted as pupils' needs change.

4. Aims and Objectives

The school aims to:

1. identify pupils with SEND as early as possible;
2. provide high-quality, inclusive teaching for all pupils;
3. make appropriate reasonable adjustments;
4. provide targeted support where pupils require additional or different provision;
5. monitor the effectiveness and impact of SEND provision;

6. ensure that pupils and parents/carers are involved in decisions about support;
7. work effectively with external agencies;
8. support pupils with SEND to make progress from their individual starting points;
9. develop independence and prepare pupils for successful transitions;
10. ensure that pupils with SEND are able to participate as fully as possible in school life.

5. Responsibilities

5.1 Governing Body

The Governing Body will:

- have regard to the requirements of the SEND Code of Practice;
- ensure that appropriate arrangements are in place to identify and support pupils with SEND;
- monitor the effectiveness of SEND provision;
- ensure that the school meets its duties under the Equality Act 2010;
- ensure that the school has an Accessibility Plan;
- ensure that appropriate resources are allocated to support SEND provision;
- receive appropriate information regarding SEND provision and outcomes;
- ensure that the SEND Policy is reviewed appropriately.

5.2 Headteacher

The Headteacher will:

- have overall responsibility for ensuring that the school's SEND arrangements are implemented;
- work with the SENCO and SEND/Pastoral Support Team;
- ensure that SEND provision is considered as part of whole-school improvement planning;
- ensure that staff have appropriate training and support;
- ensure that the school fulfils its legal and statutory responsibilities towards pupils with SEND.

5.3 SENCO

The SENCO will:

- oversee the day-to-day operation of the school's SEND policy;
- coordinate SEND provision;
- work with pupils, parents/carers, staff and external professionals;
- support staff in identifying and meeting SEND;
- advise on appropriate adaptations, interventions and provision;
- coordinate the graduated approach and One Planning;
- maintain oversight of the SEND register;
- coordinate EHCNA requests and statutory SEND processes;
- coordinate Annual Reviews of EHCPs;
- monitor and evaluate SEND provision;
- support staff development and training;
- maintain appropriate SEND records;
- contribute to whole-school development of inclusive practice;

- liaise with the local authority and other agencies;
- contribute to the school's SEND Information Report and relevant statutory information.

5.4 Teachers

Teachers are responsible for the progress and development of all pupils in their class, including pupils with SEND.

Teachers will:

- provide high-quality, inclusive teaching;
- use assessment to identify barriers to learning;
- implement reasonable adjustments and agreed SEND provision;
- contribute to Assess, Plan, Do, Review cycles;
- monitor and evaluate the impact of interventions and adaptations;
- work with parents/carers and pupils;
- seek advice from the SENCO where required;
- contribute to One Plans and other SEND documentation;
- ensure that support promotes increasing independence wherever appropriate.

5.5 SEND and Pastoral Support Team

- The SEND and Pastoral Support Team will support the implementation of identified provision
- At White Hall Academy, the SEND/Pastoral Support Team comprises:

Lead SENCO	Mrs Helen Pearce
Deputy SENCO	Mrs Gertrude Odotei
Reception SENCO	Mrs Louise Warland
SENCO Assistant	Mrs Sarah Pearce
Pastoral Support Co-ordinator	Miss Suzy Watts
Emotional Literacy Support Assistant (ELSA)	Miss Kelly Mann
Family Liaison Worker	Mrs Tracy Davis
SEN Admin Assistant	Mrs Lorraine Batt

- The SENCO team have responsibilities for particular year groups:

Louise Warland	Reception
Gertrude Odotei	Year 1 and Year 2 (Key Stage 1)
Helen Pearce	Year 3, Year 4, Year 5, and Year 6 (Key Stage 2)

6. Staff Training and Development

The school recognises that effective SEND provision depends on staff having appropriate knowledge, understanding and confidence.

Training and professional development may include:

- whole-school SEND training;

- Essex Ordinarily Available guidance;
- communication and interaction needs;
- cognition and learning;
- social, emotional and mental health;
- physical and sensory needs;
- autism;
- ADHD;
- speech, language and communication;
- literacy and numeracy difficulties;
- emotional wellbeing and attendance;
- safeguarding;
- medical needs;
- reasonable adjustments;
- behaviour and regulation approaches;
- Therapeutic Thinking/Positive Practice;
- relevant specialist advice.

Training needs will be identified through school priorities, pupil needs, staff development and changes in national or local guidance.

7. Facilities and Accessibility for Pupils with SEND

White Hall Academy is committed to providing an accessible and inclusive environment in which pupils with SEND can participate as fully as possible in learning and wider school life.

The school will make reasonable adjustments to enable disabled pupils and pupils with SEND to access education, facilities and activities. Adjustments will be considered according to individual need and may include adaptations to the physical environment, seating, teaching approaches, communication, timetables, equipment, resources, staffing and access arrangements.

The school site includes accessible entrances, ramps and accessible toilet facilities. Where a pupil requires additional support with personal care or toileting, this will be considered individually and recorded within an appropriate care plan.

The school provides a range of spaces to support individual and small-group provision, including therapy/intervention spaces, the ELSA room, sensory provision and additional nurture spaces including:

- The Rainbow Room;
- The Meadow;
- The Den.

These spaces form part of the school's graduated SEND provision. They may provide a lower-stimulus, more individualised environment for pupils whose needs require additional support with regulation, communication, emotional development, social interaction, engagement or access to learning.

The school's nurture provision is underpinned by Therapeutic Thinking/Positive Practice and the Essex 6 Core Strengths approach where appropriate.

The school may also provide or use specialist equipment and resources according to individual need and professional advice. This may include sensory resources, communication aids, visual supports, specialist seating, adapted learning materials and other reasonable adjustments.

Accessibility is considered across all aspects of school life, including:

- lessons and the curriculum;
- playtimes;
- lunchtimes;
- assemblies;
- educational visits and trips;
- clubs and wider school activities;
- communication and information.

Pupil and parent/carer views will be considered when identifying barriers and reviewing reasonable adjustments.

The school's Accessibility Plan sets out longer-term actions to improve access to the curriculum, physical environment and information. The school will continue to consider accessibility when reviewing provision, making environmental changes and developing new facilities.

8. Essex Ordinarily Available Provision

The school uses the Essex Ordinarily Available: Inclusive Teaching Framework as a reference point for high-quality inclusive practice for all pupils.

The Essex Ordinarily Available: Targeted Support Framework is used to support planning for pupils with SEND who require additional or targeted provision.

The frameworks support staff to consider:

- the learning environment;
- relationships and behaviour;
- speech, language and communication;
- pedagogy, memory and learning;
- assessment and planning;
- literacy and mathematics;
- adaptations, support and scaffolding;
- motivation and feedback;
- specific areas of SEND need.

The Ordinarily Available approach provides a shared expectation of the universal and targeted provision that should normally be available within mainstream education in Essex.

The school will use the Ordinarily Available framework alongside professional judgement and individual assessment. It does not prevent the school from providing additional support where a pupil's individual needs require it.

9. Identification of SEND

The school recognises that early identification is important in ensuring that appropriate support is provided.

Concerns may be identified through:

- teacher assessment and observation;
- pupil voice;
- parent/carer concerns;
- progress and attainment information;
- behaviour, attendance or engagement information;
- screening or assessment;
- information from previous settings;
- medical or health information;
- advice from external professionals;
- transition information.

A pupil's attainment alone will not determine whether they have SEND. The school will consider the whole picture, including strengths, barriers to learning, progress, participation, communication, social and emotional development, sensory or physical needs and the impact of any disability.

Where a pupil is experiencing difficulties, the school will consider appropriate adaptations and support before determining whether they require additional SEN Support.

10. Additional Needs and SEN Support

The school recognises that some pupils may require additional support for a range of reasons but may not meet the definition of SEN.

The school will use its universal provision and the Essex Ordinarily Available framework to support pupils with additional needs wherever appropriate.

Where a pupil is identified as having SEN, the school will provide SEN Support through the graduated approach.

SEN Support will be based on the pupil's individual strengths and needs and may include:

- classroom adaptations;
- targeted teaching;
- additional adult support;
- intervention;
- pastoral or emotional support;
- communication support;
- sensory or environmental adaptations;
- specialist resources;
- support from external professionals.

Provision will be reviewed and adjusted according to impact and changing need.

11. The Graduated Approach – Assess, Plan, Do, Review

Where a pupil is identified as having SEN, the school will use the four-part graduated approach:

Assess

The school will gather and consider information about:

- the pupil's strengths;
- areas of difficulty;
- barriers to learning;
- progress and attainment;
- communication and interaction;
- social and emotional development;
- sensory or physical needs;
- attendance and engagement;
- the pupil's and parents'/carers' views;
- previous interventions and their impact.

Where appropriate, advice from specialist services will be sought.

Plan

The school will agree appropriate support and expected outcomes.

Planning will consider:

- the pupil's strengths and needs;
- the pupil's views;
- parents'/carers' views;
- appropriate adaptations;
- interventions;
- resources;
- staff support;
- expected impact;
- a clear review point.

Do

Agreed provision will be implemented by the class teacher and relevant staff, with support and advice from the SENCO where appropriate.

The class teacher remains responsible for the day-to-day teaching and progress of the pupil.

Review

The impact of provision will be reviewed against the agreed outcomes.

The school will consider:

- what has worked;
- what has not worked;
- the pupil's progress;
- the pupil's views;
- parent/carer views;
- whether provision should continue, change, increase or reduce;

- whether specialist advice is required;
- whether an EHC needs assessment should be considered.

The cycle is ongoing and provision may move up or down according to changing need. The graduated approach is intended to ensure that earlier decisions are revisited and refined as understanding of the pupil develops.

12. One Planning and Personal Support Plans (PSPs)

White Hall Academy uses One Planning as part of its approach to supporting pupils with SEN. One Planning is the Essex person-centred approach for all children and young people with SEND including those with an EHCP.

One Planning provides a structured way of:

- identifying strengths and needs;
- understanding barriers to learning;
- agreeing outcomes;
- identifying appropriate provision;
- involving pupils and parents/carers;
- reviewing progress and impact;
- coordinating contributions from relevant professionals.

Personal Support Plans (PSPs) are created by class teachers to record the support in place and are reviewed in line with the pupil's needs and school processes.

One Planning forms part of the graduated approach and does not replace the statutory process for an Education, Health and Care needs assessment or EHCP.

13. SEND Register

Pupils may be placed on the school's SEND register where, following assessment and professional consideration, they are identified as having SEN and require SEN Support.

The SEND register will be reviewed regularly.

A pupil may move onto or off the SEND register where assessment and review indicate that this is appropriate.

Being removed from the SEND register does not mean that a pupil will no longer receive appropriate support or reasonable adjustments where these continue to be required.

14. Education, Health and Care Needs Assessments

For some pupils, the level, complexity or persistence of their needs may indicate that support beyond that ordinarily available through SEN Support should be considered.

An Education, Health and Care needs assessment (EHCNA) is a statutory process undertaken by the local authority to determine whether a child or young person requires an Education, Health and Care Plan.

The school will consider an EHCNA where there is evidence that:

- a pupil has significant or complex needs;
- appropriate SEN Support has been implemented and reviewed;
- the pupil continues to experience significant barriers to learning, participation or progress;
- increasingly individualised or specialist provision may be required;

- advice from relevant professionals supports further assessment; and/or
- the pupil's and parents'/carers' views indicate that further statutory assessment should be considered.

There is no requirement for a pupil to complete a fixed number of cycles of SEN Support before an EHCNA can be considered. Decisions will be based on the individual circumstances and evidence available.

Where appropriate, the school will work with parents/carers and the pupil to make a request to Essex County Council.

Essex currently provides guidance, evidence requirements and processes for schools requesting EHC needs assessments.

15. Education, Health and Care Plans

Where a pupil has an EHCP, the school will:

- implement the provision specified in the plan;
- monitor the pupil's progress towards identified outcomes;
- work with parents/carers and the pupil;
- liaise with relevant professionals;
- make appropriate reasonable adjustments;
- review provision regularly;
- contribute fully to statutory Annual Reviews.

The school will consider the pupil's needs and provision as a whole and will not rely solely on a diagnosis when planning support.

Where provision or placement is no longer appropriate, or where needs have changed, this will be discussed through the appropriate statutory review process.

16. Annual Reviews

The school will participate in Annual Reviews of EHCPs in accordance with statutory requirements.

Annual Reviews will:

- consider the pupil's progress towards outcomes;
- consider whether the EHCP remains appropriate;
- review the effectiveness of provision;
- consider changes in need;
- include the views of the pupil;
- include parent/carer views;
- consider advice from relevant professionals;
- identify appropriate outcomes and provision;
- consider transition and preparation for the next stage of education.

The school will provide the local authority with relevant information and evidence to support the Annual Review process.

17. Curriculum and Inclusive Teaching

All pupils, including pupils with SEND, are entitled to a broad and balanced curriculum.

Teachers will adapt teaching and learning where necessary to remove barriers and enable pupils to participate.

Adaptations may include:

- differentiated or adapted tasks;
- scaffolding;
- visual support;
- explicit modelling;
- pre-teaching;
- repetition and overlearning;
- alternative recording methods;
- adapted resources;
- reduced cognitive load;
- sensory or environmental adjustments;
- movement or regulation opportunities;
- communication support;
- additional processing time;
- targeted adult support.

The aim is to provide appropriate support while promoting independence and avoiding unnecessary adult dependency.

18. Social, Emotional and Mental Health Needs

The school recognises that pupils may experience social, emotional and mental health needs which affect their learning, attendance, relationships or participation.

Support may include:

- nurturing relationships;
- emotional literacy;
- regulation strategies;
- ELSA support;
- pastoral support;
- targeted interventions;
- nurture provision;
- adaptations to the learning environment;
- support with attendance and anxiety;
- liaison with parents/carers;
- specialist professional involvement where appropriate.

The school uses Therapeutic Thinking/Positive Practice and the Essex 6 Core Strengths framework within relevant nurture and SEMH provision.

19. Additional Provision

The school provides a range of additional provision according to pupil need.

This may include individual or small-group intervention, nurture provision, sensory support, communication support, ELSA support and other targeted provision.

The school's additional provision spaces include The Rainbow Room, The Meadow, and The Den where appropriate.

Placement in additional provision is based on individual need, assessment and the purpose of the provision. Provision is reviewed regularly to consider the pupil's progress, independence, inclusion and next steps.

Additional provision does not represent a separate curriculum entitlement and will be used where it provides an appropriate means of meeting identified needs.

20. Specialist and External Support

The school works with external agencies where specialist advice is required.

Depending on individual need, this may include:

- Educational Psychology;
- Inclusion Partners;
- Specialist Teachers;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- health professionals;
- Child and Adolescent Mental Health Services where appropriate;
- Mental Health Support Team;
- social care;
- attendance services;
- other specialist agencies.

External advice will be considered alongside school-based assessment, professional judgement and the views of the pupil and family.

Essex currently provides access to Inclusion Partners and other SEND services to support schools, pupils and families, including support with One Plans, EHCP provision and transitions.

21. Partnership with Parents and Carers

The school recognises parents/carers as important partners in supporting children with SEND.

The school will:

- communicate openly with parents/carers;
- listen to their views and concerns;
- share information about strengths, needs and progress;
- involve parents/carers in planning and reviewing provision;
- seek their views when considering specialist assessment;
- signpost parents/carers to relevant support and advice;

- work collaboratively to support positive outcomes for pupils.

Parents/carers will be encouraged to share relevant information that may affect their child's education, wellbeing, attendance or access to learning.

22. Pupil Voice

The school recognises the importance of involving pupils in decisions about their education.

Pupils will be supported to express their views in ways appropriate to their age, development and communication needs.

This may include:

- pupil voice discussions;
- questionnaires;
- one-to-one conversations;
- visual choices;
- observations;
- advocacy or supported communication.

Pupil views will be considered when identifying needs, planning provision, setting outcomes and reviewing progress.

23. Transition

The school recognises that transitions can present additional challenges for pupils with SEND.

Transition support may include:

- sharing information with receiving staff;
- additional visits;
- visual information;
- social stories;
- transition booklets;
- meetings with parents/carers;
- pupil voice;
- enhanced transition programmes;
- liaison with external professionals.

Transition planning will be proportionate to individual need.

24. Admissions and Placement

The school will follow its published admission arrangements and its legal duties regarding disabled pupils and pupils with SEND.

The school will not discriminate against disabled pupils and will consider reasonable adjustments where required.

Where a pupil is being considered for admission or placement, the school will consider the pupil's individual needs, the provision required and the school's ability to meet those needs within its existing provision and with reasonable adjustments.

Where a pupil has an EHCP, statutory processes relating to placement and consultation will be followed.

25. Equality and Reasonable Adjustments

The school recognises its duties under the Equality Act 2010.

Reasonable adjustments will be considered to prevent disabled pupils from being placed at a substantial disadvantage compared with non-disabled pupils.

Adjustments may relate to:

- the physical environment;
- teaching and learning;
- communication;
- access to information;
- school routines;
- activities and trips;
- assessment and access arrangements;
- equipment and resources.

Accessibility will be considered proactively rather than only in response to individual requests.

The school's Accessibility Plan sets out longer-term improvements to the physical environment, curriculum and access to information.

26. Attendance

The school recognises that SEND can be a contributing factor to attendance difficulties for some pupils.

Where SEND is affecting attendance, the school will consider:

- the underlying barriers;
- the pupil's views;
- parent/carer views;
- reasonable adjustments;
- sensory or environmental factors;
- anxiety or emotional needs;
- communication difficulties;
- medical needs;
- transition and separation difficulties;
- appropriate support from external agencies.

Attendance support will be coordinated with SEND provision where appropriate.

27. Behaviour and Regulation

The school recognises that behaviour may communicate an underlying need.

Where a pupil with SEND experiences difficulties with behaviour or regulation, the school will consider:

- communication needs;
- sensory needs;

- emotional regulation;
- unmet learning needs;
- environmental factors;
- relationships;
- anxiety;
- changes in routine;
- attendance;
- individual triggers and protective factors.

Appropriate support and reasonable adjustments will be considered in accordance with the school's Behaviour Policy and SEND provision.

28. Complaints

The school seeks to resolve concerns through open communication and partnership.

Parents/carers who have concerns about SEND provision should normally discuss these initially with the class teacher and/or SENCO.

Where concerns remain unresolved, the school's Complaints Procedure should be followed.

The school will ensure that complaints relating to SEND support are handled in accordance with the school's published arrangements.

Schools are required to publish information about arrangements for handling complaints relating to SEN support within their SEND Information Report.

29. Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- pupil progress information;
- One Plan reviews;
- SEND register reviews;
- provision monitoring;
- observations;
- work scrutiny;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- external professional advice;
- Annual Reviews;
- attendance information;
- behaviour and pastoral information;
- whole-school SEND self-evaluation.

The SENCO will use this information to identify strengths, areas for development and priorities for staff training and school improvement.

30. Resources and Funding

The school uses its available resources to support pupils with SEND.

Funding may include:

- the school's delegated budget;
- notional SEN funding;
- high-needs funding where applicable;
- pupil premium funding where appropriate;
- specific grants or funding streams;
- resources allocated through statutory plans or local authority processes.

Funding decisions will be based on identified pupil need and the provision required.

The school will use resources as effectively as possible to provide appropriate support and promote inclusion.

31. Information Sharing and Record Keeping

The school will maintain appropriate records relating to SEND provision in accordance with its data protection, safeguarding and record-keeping procedures.

Information will be shared appropriately with staff and professionals who need it to support the pupil.

Confidential and sensitive information will be handled in accordance with the school's policies and legal requirements.

32. SEND Information Report and Local Offer

The school publishes a SEND Information Report which provides parents/carers and pupils with information about how SEND provision is implemented within the school.

The SEND Information Report is reviewed and updated annually, and sooner where significant changes occur.

The report will include the information required by the SEND Code of Practice and relevant regulations.

The SEND Information Report is intended to describe the school's current provision and should therefore remain aligned with this policy.

33. Review of Policy

This policy will normally be reviewed annually or sooner where there are significant changes to legislation, statutory guidance, national SEND reforms, Essex SEND arrangements or school provision.

The school will continue to monitor the implementation of national SEND reforms and will update this policy when changes become statutory and relevant to schools.

The policy will be reviewed in consultation with relevant members of the school community and approved through the school's governance arrangements.

Related Documents

- SEND Information Report
- Accessibility Plan

- Equality Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care and Toileting Support Policy
- Behaviour Policy
- Attendance Policy
- Child Protection/Safeguarding Policy
- Complaints Procedure
- Curriculum policies
- Essex Ordinarily Available: Inclusive Teaching Framework
- Essex Ordinarily Available: Targeted Support Framework
- Essex SEND Local Offer
- Essex SEND Strategy: *My Life, My Rights*