



Special Education and Needs Policy (SEND) 2025/26

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Special education and needs policy 2025

“Confident in Practice. Kindness in Culture. Ambition for All”

School Statement

At Withernsea High School we are confident in our inclusive practice and ambitious for every learner. Our approach to SEND is rooted in the belief that all children can thrive when supported by skilled, compassionate adults working with consistency and clarity.

We are proud of our school’s strength in creating a safe, respectful and kind environment, where every adult takes shared responsibility for the success and wellbeing of every child. We believe in high challenge, low threat classrooms, where students with SEND are empowered through carefully adapted teaching, meaningful relationships, and a deep sense of belonging.

Our vision is for every child, regardless of need, to access an education that is aspirational and enriching. This is achieved through a whole-school commitment to consistency, relational practice, and continual professional learning. We strive to ensure that no child’s potential is limited, our provision reflects a culture of equity, not exception.

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1. Definition

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years:

At Withernsea High School Staff work to ensure that excellent, inclusive teaching is the norm in every classroom so that all pupils can access learning without unnecessary barriers. Teachers plan lessons with diverse learners in mind, adapting instruction, resources, and environments to meet a wide range of needs before considering targeted interventions. By embedding this mindset in everyday routines, the school fosters a culture where strong universal provision comes first, early identification is thoughtful and accurate, and additional support is reserved for those who genuinely need provision beyond what quality teaching can offer.

At Withernsea High School, we are committed to systematically identifying and removing barriers to learning, ensuring that the SEND register is reserved for pupils who require provision that is additional to, or different from, that ordinarily available. This approach guarantees that pupils on the register receive appropriately targeted support that enables them to achieve the highest possible outcomes.

2. Aims of the SEND policy

At Withernsea High School, we are committed to creating an inclusive and caring environment where every pupil with Special Educational Needs and Disabilities (SEND) can thrive. Our SEND policy aims to ensure that all pupils are supported to achieve their full potential academically, socially, and emotionally. The main aims of our SEND policy are:

1. Access to a Broad and Ambitious Curriculum

Every pupil with SEND will have full access to a rich and challenging curriculum tailored to their individual needs.

2. Early Identification and Support

SEND needs are identified as early as possible, with a graduated approach to assessment and intervention to ensure timely support.

3. Fostering Inclusion and Belonging

We promote a school culture where all pupils feel valued, respected, and supported.

4. High-Quality Teaching with Adaptations

All teaching is adapted to remove barriers to learning, ensuring pupils with SEND can fully engage and succeed.

5. Evidence-Based Interventions

Interventions are selected based on proven effectiveness, regularly monitored, and adjusted to meet pupils evolving needs.

6. Student Voice and Participation

Student participation is embedded in practice, and reasonable adjustments are made to ensure pupils with SEND can express their views and be involved in decisions about their learning.

7. Partnership with Parents and Carers

Parents and carers are valued as equal partners in their child's education. We work closely with families to ensure they feel confident that their child is educated and cared for appropriately.

8. Continuous Staff Development

Staff receive ongoing professional development to understand SEND, employ inclusive strategies, and support all learners effectively.

9. Promoting Well-Being and Positive Behaviour

We provide tailored pastoral and emotional support to promote positive behaviour, resilience, and well-being.

10. Supporting Transitions

Pupils with SEND are supported through every transition, from joining the school, moving between year groups, and progressing to post-16 education or training.

11. Collaboration with Specialists and Agencies

We work alongside specialists, services, and external agencies to meet the individual needs of pupils and their families.

12. Accessible and Safe Learning Environment

Reasonable adjustments are made to ensure the school environment is safe, accessible, and supportive for all pupils.

13. Flexible and Varied Approaches

Interventions and teaching practices are flexible and varied to respond effectively to the changing needs of pupils with SEND.

14. Celebrating Strengths and Achievements

Pupils talents and achievements are celebrated, alongside their academic progress, to build confidence and motivation.

15. Monitoring and Evaluating SEND Provision

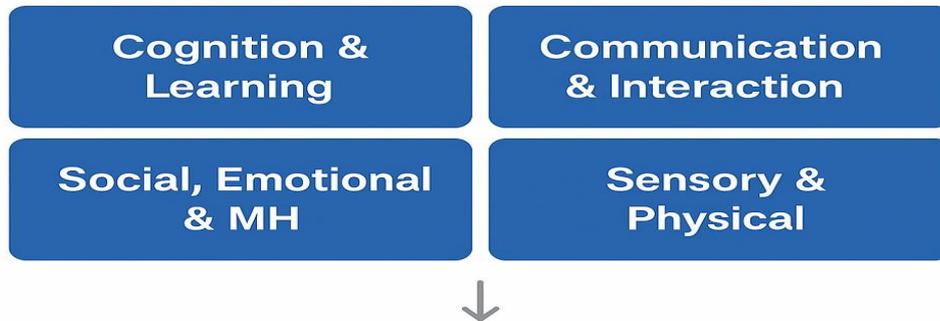
The effectiveness of SEND support is regularly reviewed using data, pupil feedback, and parent input to ensure continuous improvement.

3. Broad areas of need

At Withernsea High School, we recognise that every pupil is unique and may require different levels of support to achieve their potential. We support pupils with Special Educational Needs and Disabilities (SEND) across the four broad areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH) and Sensory and Physical needs.

Support is provided at different levels depending on individual need. Quality First Teaching ensures that all pupils receive inclusive, adaptive teaching in the classroom. For pupils requiring additional support, we provide SEN K (SEN Support at school level), which includes targeted interventions and resources within the classroom. Pupils with more complex needs may access SEN E (Education, Health and Care Plan level support), which offers specialist provision tailored to the child's specific requirements. This layered approach ensures that all pupils receive the support they need to thrive academically, socially, and emotionally.

Broad Areas of Need



Levels of Support



4. The SEND register

The school maintains a comprehensive SEND (Special Educational Needs) register to ensure that all pupils with additional needs are identified, monitored, and supported effectively. The register is securely stored in line with data protection regulations and is accessible only to relevant staff, including teachers, support staff, and senior leadership. It is regularly reviewed and updated by the SENCO in collaboration with class teachers, parents, and external professionals, ensuring that any changes in pupils needs, interventions, or progress are accurately reflected. Updates to the register occur at least termly, or more frequently if new information arises, allowing the school to provide timely support and plan appropriate strategies to meet each pupil's individual needs.

Supporting pupils with a disability or medical needs

Our school is committed to ensuring that all pupils with medical needs or physical disabilities are fully supported to access learning and participate in all aspects of school life. We work closely with parents, healthcare professionals, and external agencies to develop individualised care plans, make reasonable

adjustments, and provide any necessary equipment or support staff. Staff receive appropriate training to meet the specific needs of pupils, ensuring their safety, wellbeing, and inclusion. We strive to create an environment where every pupil can thrive academically, socially, and emotionally, regardless of their medical or physical challenges.

5. How we identify need

We consider a wide range of information, including classroom observations, assessments, academic progress, and input from families and external professionals. Identification considers all four broad areas of need: communication and interaction; cognition and learning, social, emotional, and mental health, and sensory and/or physical needs. By systematically gathering and analysing evidence across these areas, we can provide timely, targeted support and develop tailored strategies that enable each pupil to thrive.

6. SEND report and the local offer

Our school provides information about the Local Offer and our SEND Information Report on our website. The Local Offer, provided by the local authority, outlines the services, support, and provision available for children and young people with special educational needs and disabilities (SEND) in the area. Our SEND Information Report details how our school identifies, assesses, and supports pupils with SEND, including the resources and interventions we provide. Together, these documents ensure that parents, carers, and pupils have access to clear, up to date information about the support available.

7. Specialist support

Withernsea High School actively involves specialist support from a range of professionals to ensure that pupils with SEND receive tailored guidance and intervention. For example, educational psychologists may assess pupils learning needs and provide strategies for classroom support, while speech and language therapists work with pupils who require communication assistance. Occupational therapists can offer recommendations to help pupils develop fine motor skills or manage sensory challenges, and specialist teachers may provide targeted interventions for literacy, numeracy, or social-emotional development. The school also collaborates with external agencies, such as Child and Adolescent Mental Health Services (CAMHS), to support pupils mental health and wellbeing. Regular consultations with these professionals allow the school to review and adapt individual education plans (IEPs) and ensure that staff are well equipped to implement effective SEND strategies.

8. High needs funding

The school may apply for High Needs Funding (HNF) for students whose needs are significant and cannot be met through the school's usual resources. Applications follow the legal test in the Children and Families Act 2014 and the SEND Code of Practice, which requires evidence that the support requested is necessary, reasonable, and proportionate. The school works with parents, staff, and external specialists to provide the evidence needed and ensure any funding is used to deliver targeted support for the pupils individual needs.

9. Provision mapping

The SENCO will maintain an up to date provision map to ensure that all pupils with SEND receive appropriate and targeted support. This map will detail the range of interventions, resources, and strategies in place for each pupil, including the frequency and duration of support. It will be regularly reviewed and updated in consultation with class teachers, support staff, and parents to reflect pupil progress and changing needs. The provision map will serve as a central tool for monitoring the effectiveness of interventions, identifying gaps in support, and ensuring that resources are allocated efficiently to promote the best outcomes for all pupils with SEND. The school uses tools such as BOXALL, YARK, WRAT and NGRT to ensure the provision is efficient and is removing barriers. The SENCO and school leaders monitor the progress of all pupils in school to ensure where progress is lacking intervention is sourced either at a pastoral level through head of year or through the SEND route. The school offers a graduated response at pastoral level to ensure that need is supported timely and appropriately. This encourages co collaboration during the planning stages of pupil support.

10. Access arrangements

The school ensures that all pupils with SEND are provided with appropriate access arrangements for internal and external examinations in line with the legal framework and the Joint Council for Qualifications (JCQ) regulations. These arrangements are determined by the SENCO, based on evidence of need, and are designed to provide fair and equitable access without giving an unfair advantage. The school regularly reviews pupils requirements, maintains up to date documentation, and implements adjustments such as extra time, modified papers, or the use of assistive technology as permitted by JCQ guidelines. Staff are trained to administer these arrangements appropriately, ensuring compliance with statutory requirements while supporting each pupil to demonstrate their true abilities. Please note all arrangements will be made using teacher evidence of the pupil's normal way of working in the classroom.

11. Hierarchy of support

Our school provides a graduated response to supporting pupils with Special Educational Needs and Disabilities (SEND), ensuring that every student receives the appropriate level of intervention. This includes the use of personalised support plans and SEND passports, which outline specific strategies and adjustments to meet individual needs. Senior leaders and progress teams meet weekly to discuss pupils causing the greatest concern, reviewing progress and determining next steps to ensure timely and effective support. The school also analyses SEND patterns within the student body and compares these with national data to identify trends and areas for improvement. Findings and updates are shared with all staff half termly through the SEND "On a Page" document, ensuring that everyone is informed and able to implement consistent support strategies.

12. CPD for staff

SEND school CPD (Continuing Professional Development) is strategically designed to address the specific needs of our school by carefully analysing patterns of pupil need and identifying areas where staff development will have the greatest impact. By providing targeted training and support, CPD ensures that all staff feel confident and equipped to meet the diverse needs of learners with SEND at every key stage. Emphasis is placed on embedding inclusive strategies through quality first teaching, enabling staff to differentiate effectively, implement appropriate interventions, and foster an environment where every pupil can thrive. This approach not only builds staff confidence but also promotes consistency and excellence in supporting SEND pupils across the school.

13. Parents, carers and the voice of the child

We are committed to maintaining open, transparent, and regular communication with the parents and carers of pupils with SEND. We ensure that their insights, concerns, and aspirations for their child are actively sought and considered when planning support and interventions. This is achieved through a combination of formal meetings, such as annual reviews and parent consultations, as well as informal conversations and regular updates. By working collaboratively with families, we ensure that all needs are accurately identified, understood, and addressed. We are fully committed to being child-centred in all aspects of learning and care. We place the voice of the child at the heart of everything we do, ensuring that their thoughts, preferences, and feelings guide our decisions and planning. We recognise that not all children can communicate verbally, and in these cases, we use a variety of strategies including observation, non-verbal cues, assistive technology, and collaboration with families and specialists to understand and respond to their needs. Every child's perspective is valued and

respected, and we work tirelessly to ensure that their voice shapes their educational experience and personal development in partnership that supports each pupil's learning, wellbeing, and progress.

14. SEND governance

The school's SEND governance ensures that statutory duties are met and that all pupils with SEND receive high-quality support. The governing body, senior leadership, and SENDCo monitor and review provision, oversee policy implementation, allocate resources effectively, and track student progress. This structure ensures accountability, continuous improvement, and that every pupil's needs are met.

15. Transition

We provide tailored support to pupils with SEND during key transitions, including from Year 6 to Year 7 and from Year 11 to further education, training, or employment. Transition planning begins well in advance and involves close collaboration with primary schools, families, and external agencies to ensure continuity of support. For post-16 transitions, we work with pupils, families, and prospective colleges, training providers, or employers to develop clear pathways, set achievable goals, and put in place any necessary adjustments. These carefully managed transitions help reduce anxiety, promote confidence, and ensure that pupils are well prepared to succeed in their next stage of learning or employment.